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ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Social science. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an explanation of the rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, and descriptions of concepts. The main body of the guide is designed in a five-column arrangement: generalization, concepts, sub-concepts, behavioral objectives, and suggested multi-media. The contents include a detailed model of kindergarten anthropology, followed by sociology, levels 1, 2 and 3; anthropology, kindergarten and levels 1, 2 and 3; and geography, levels 4, 5 and 6. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Behavioral and long-range objectives are discussed in the introductory material. Behavioral objectives including activities, and detailed throughout the guide. INSTRUCTIONAL MATERIALS: Detailed lists are provided throughout the guide and include reference material, filmstrips, films, and records. STUDENT ASSESSMENT: No specific provision is made for evaluation. (MBM)

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## SOCIAL SCIENCE

A Curriculum Guide  
Levels Kindergarten Through Six and Selected Multimedia

Developed by

The Department of Curriculum Services  
Clark County School District  
2832 East Flamingo Road, Las Vegas, Nevada 89109

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Mr. Kenny C. Guinn  
Superintendent

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## FOREWORD

Change has always been a basic part of life. However, the rapidly changing American society has created new problems which must be met by our public schools in preparing children to meet these changes. A realistic picture of the world's needs and tomorrow's challenges can best be obtained through a planned social science program. In an attempt to spearhead this change, there has been a decided interest focused on the "new" social science. Today's needs and tomorrow's challenges will be met through a better understanding of the social disciplines.

Universally man is confronted with such factors of conflict as social, economic, political, and cultural factors, and the normal growth and development of man and society. Students must develop who can meet these challenges. They must learn to analyze the causes of these factors, and learn to deal with it as a phase of reality. With this thought in mind, we hope that the following pages will reflect our contribution in some small way to the solution of the world's larger problems.

Provision has been made by the involvement of many people in the development of a curriculum which is both challenging and stimulating. It is hoped that the curriculum will be flexible enough to meet the ever changing needs of our society. The methods used in presenting the social sciences in a rational manner. It is hoped that as a result of the work done by the Curriculum Committee, the effectiveness and efficiency in assisting children to reach their educational goals will be increased. The members of the Curriculum Committee and the staff of the curriculum undertaking are to be commended for their fine professional work and cooperation. The members of the Curriculum Committee and the staff of the curriculum undertaking are to be commended for their fine professional work and cooperation. The unique work will provide the children of the Clark County School District with a better understanding of the world's needs and challenges.



Kenny C. Guinn  
Superintendent

## FOREWORD

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et these changes. A realistic picture of the social world can be given to students through a well  
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ctors of conflict as social, economic, and political forces. Yet, conflict is characteristic to the  
nd society. Students must develop wholesome attitudes toward conflict, understand its initiatory  
ce of reality. With this thought in mind initially applied to local problems, it will possibly  
y to the solution of the world's larger problems.

ent of many people in the development of this curriculum guide to make it a vital ongoing  
the ever changing needs of our society. It should provide teachers with the sequential guidelines  
onal manner. It is hoped that as a result of its utilization, every teacher will attain maximum  
children to reach their educational goals. Those individuals who have been involved in this  
ded for their fine professional work and the educational cooperation they have exhibited. This  
the Clark County School District with a social science program of continuous growth and develop-

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## RATIONALE

Social science classes bear the major responsibility for giving the child the most realistic understanding of the conditions and problems of life that today's youth face as adults can only be hoped to do. The broad directions of change can be seen in the conditions and problems that exist today. Dealing with the unknown future is a realistic understanding of contemporary society and its role in shaping it.

The student of today should become more involved at every level with basic social issues. The involvement of the student in today's complex world is one of the long-range goals of this Social Science curriculum. An environment should be developed by the student. He must be able to think through his own position and conviction than he is doing today. Involvement is the key to this change.

Concern for approach to instruction, methods, skill development, and materials will be a major consideration. A problem-solving approach, discovery-inquiry method with emphasis on critical thinking skills, and the use of multimedia will be the major characteristics of this curriculum. It is anticipated that the use of multimedia will facilitate for the learner greater comprehension, better transfer of knowledge, and increased retention.

## RATIONALE

er giving the child the most realistic picture possible of his social world. Although  
face as adults can only be hypothesized now, they will have emerged from the  
directions of change can be predicted. For this reason, the best preparation for  
standing of contemporary society and the dynamics of change that are constantly re-

every level with basic social science concepts. The search for meaning for every  
change goals of this Social Science Curriculum Guide. The ability to cope with his  
must be able to think through problems much more logically and with much more con-  
trol over this change.

development, and materials has determined the guidelines established. A conceptual  
critical thinking skills, a program reflecting all the social science disciplines, and  
of this curriculum. It is intended that the teacher's firm commitment to this ration-  
on, better transfer of knowledge, and more meaningful subsequent learning.

## TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concern for development, and materials that will be used. A conceptual approach, a discovery-inquiry skills, a program reflecting all of the social science disciplines, and the use of multimedia.

When planning a social science lesson, start with a generalization in mind that may be used. No way expected to repeat a generalization verbatim. They will be successful if they can construction has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center. These concepts have been divided into the categories of substantive, value, and method. Those not identified as concepts. They are envisioned as inevitable skills coming into focus or utilized.

Sequence has been given to kindergarten through level six by assigning disciplines to be taught at kindergarten through level three. Geography is stressed at levels four through six. Given to those disciplines at the grade levels assigned. The concepts are designed to bring work.

Detailed subject matter has not been placed into any sequential order. Factual information, concepts, behavioral objectives, and multimedia used in lesson preparation. The concepts provide flexibility within the guide and adaptability to any type of school program.

The teacher must remember that classroom instruction starts with factual material first in the sequence of instruction. The sequence of instruction should enable the child to arrive at the large central idea--the generalization.

## TO THE TEACHER

The purpose of this curriculum is to establish guidelines with a concern for the approach to instruction, methods, skill development, and content. A conceptual approach, a discovery-inquiry method with emphasis on critical thinking skills, the integration of science disciplines, and the use of multimedia are the major characteristics of this curriculum.

In addition to the generalization in mind that may be used as stated or may be rewarded, students are informed of the concepts and their interrelationships. They will be successful if they come near understanding the ideas to which the inquiry leads.

This curriculum was developed by the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price. It is based on the concept of inquiry as a process of problem solving. The eight techniques and aspects of method are presented as concepts, and the skills are presented as inevitable skills coming into focus as the inquiry method and conceptual approach is used.

Concepts are introduced at all levels, but they are more fully developed at level six by assigning disciplines to be stressed. Anthropology and sociology are stressed at level one; history and geography are stressed at levels two through five; and government is stressed at levels four through six. The teacher must keep in mind that emphasis should be placed on the concepts, not on the disciplines. The concepts are designed to bring other disciplines into focus during a unit of study.

Concepts are introduced in any sequential order. Factual information will be determined by the concepts, sub-topics, and skills used in lesson preparation. The concepts have been structured open-ended to provide maximum flexibility for use in any type of school program.

Instruction starts with factual material first introduced in a conceptual framework. This procedure begins with the large central idea--the generalization.

### THE SOCIAL STUDIES AND THE SOCIAL SCIENCES

The term social studies has traditionally been defined in reference to the social sciences, the scholarly fields of study of man in his social environment. These disciplines include psychology, political science, economics, history, geography, and philosophy. The social studies--the generalizations, concepts, and methods of inquiry.

The social foundations of curriculum planning in the social studies draw data from the changing conditions, and our democratic heritage.

The psychological foundations of curriculum planning in the social studies draw data from learning, child development, and other psychological-methodological aspects of instruction.

Social studies can then be defined as the social sciences adapted and simplified for particular uses.

With this basic structure clearly defined, it is possible to achieve maximum value from the basic program to societal and individual needs and conditions. The emphasis is clearly upon the foundation of the social studies.

## AL STUDIES AND THE SOCIAL SCIENCES

in reference to the social sciences. That is, the social sciences are first defined as environment. These disciplines include sociology, cultural anthropology, social psychology, and philosophy. The social sciences are primary sources of the concept of the methods of inquiry.

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## DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES\*

1. History: A narrative of events, an exposition that tells how these events unfolded.  
History can be the annals of a nation, a society, or a social group. History is also a systematic record of events that affect a nation, an institution, or a social group, and an account usually connected with causes and effects. Thus, it can be both narrative and interpretative. In still another way, history is descriptive and analytical, and explains past events as an aggregate or as steps in human progress. In short, the discipline is the analytical record of the human past.
2. Geography: The study of the earth's surface and of man's relationship to his environment.  
It has also been defined as the study and interpretation of the distribution of phenomena on the earth. What is examined may be physical, such as climates, landforms, and soils; or human, such as rearing, mining, and transportation routes. Since the types of such phenomena are numberless, geography is preferentially concerned with distribution rather than content.
3. Economics: The study of how men and society choose, with or without the use of money, to produce various commodities over time and distribute them for consumption, now and in the future, within society.
4. Anthropology: The study of the relationship between man as a biological entity and his social environment.
5. Political Science: A field of inquiry devoted to an analysis of power in society.  
It is traditionally known as that branch of the social sciences dealing with the organization of political units.
6. Sociology: The science that deals with social groups, their internal forms or modes of organization, the ways of maintaining or changing these forms of organization, and the relations between groups.
7. Philosophy: The most general science originally defined as the rational explanation of anything and everything.  
It is the general principle under which all facts could be explained, in this sense, indistinctly.
8. Psychology: The systematic study of the processes whereby the individual interacts with his environment.

\* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York: The Free Press, 1963).

## DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES\*

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and interpretative. In still another way, history is described as the branch of knowledge that records  
aggregate or as steps in human progress. In short, the dictionary defines history as a description of  
past.

surface and of man's relationship to his environment.

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the processes whereby the individual interacts with his environment.

, A Dictionary of the Social Sciences (New York: The Free Press, 1964).

## GLOSSARY OF TERMS

1. **Concept:** An individual's own way of making meaning of things he has experienced. The concept is a symbol which represents the real content of the insights and meanings the word evokes in the mind of a person used to represent a class or group of things having certain characteristics in common. It is a synthesis of a number of things an individual has experienced.\*
2. **Generalization:** A universally applicable statement at the highest level of abstraction concerning man past and/or present, engaging in a basic human activity. In accord with this definition, the following are explicit:
  - A. The stated generalization, or the context in which it appears, shows that the author is referring to man.
  - B. The stated generalization is not limited by reference to specific geographic or cultural areas.
  - C. The facts upon which a generalization is based are not in themselves generalizations.
  - D. Neither a concept nor a definition is here considered to be a generalization and cannot be considered as an acceptable generalization.
  - E. Opinions are not considered to be generalizations unless the specialist also reports that they have been tested and found to have no exceptions.
  - F. Generalizations must have applicability to all places in all times, or be applicable to all people in all times.
  - G. Generalizations can be either primary, statistical, or functional.
  - H. Generalizations must deal with man in a societal orientation, not as an isolated individual.
  - I. Generalizations must be applicable to man at the highest level of abstraction rather than to specific situations.
3. **Sub-Concept:** A closer examination of ideas related to the major concept.
4. **Behavioral Objective:** A statement of intent that describes in performance terms the desired behavior. A statement of intent which describes in performance terms what the learner is to be like as a result of learning experience.
5. **Enroute Objectives:** Those which are encountered in the process of doing assignments and collecting data.
6. **Terminal Objectives:** Those outcomes at the conclusion of a given learning situation or course.

\*Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University, 1962).

## GLOSSARY OF TERMS

meaning of things he has experienced. It is a mental image which assists a person in gradually changes as his experiences accumulate. A concept is expressed by a verbal symbol insights and meanings the word evokes in the mind of an individual. A concept is an idea used to represent a class or group of things or actions having certain qualities or characteristics of a number of things an individual has experienced and conclusions he has drawn about

statement at the highest level of abstraction relevant to all time or stated times about man, man activity. In accord with this definition, the following statements must be made ex-

text in which it appears, shows that the author believes that there are no known exceptions. by reference to specific geographic or cultural boundaries.

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as related to the major concept.

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untered in the process of doing assignments such as skills in gathering facts and selecting

the conclusion of a given learning situation or course of study.

Studies (Syracuse: Syracuse University, 1965).

7. **Vehicle:** The term topic, that conventionally has been used to designate the subject matter, has been replaced by the term vehicle. This has been done to avoid the structure trap of the term topic as it refers to why and how, e.g., all of the social science disciplines can be used as vehicles for teaching science to levels K-5.
8. **Inductive:** The teacher will initiate the student's attempt to discover new knowledge and skills through experiences that will lead him to a higher level of critical thinking toward major concepts and principles.
9. **Deductive:** Introducing the entire theme and then breaking it down into concepts and principles so that the learner arrives at conclusions by reasoning.
10. **Reflective Thinking:** The active, careful, persistent examination of any belief or concept to determine its true nature, the grounds that support it and the further conclusions toward which it tends.
11. **Inquiry Method:** A method of teaching whereby a teacher assumes the nondirective role of a facilitator, asking questions and encouraging answers of well thought-out questions, by asking questions and through research and investigation.
12. **Rationale:** A reason or purpose for developing certain motives and objectives that are common to all members of a group.
13. **Cognitive:** A generic term used to indicate all the various aspects of knowing including perception, memory, reasoning, thinking, and imagining. A cognitive response is usually observable. The cognitive objectives are achieved with this response in teaching. The cognitive mental processes include:
  - A. Objective-observation and description
  - B. Classification
  - C. Correspondence
  - D. Disjunction-relationship of alternatives
  - E. Seriation-arranging in orderly sequence
14. **Affective:** In the broadest sense, as used in psychology, it refers to the feeling of pleasure or pain. In education, commonly, the term is used as equivalent to emotion and even more narrowly to the emotional responses to external and internal stimuli. The affective response is internal and is difficult to determine or measure. It includes positive and negative states including, for instance, anger and anxiety as well as affective responses such as love and hate.
15. **Processes:** Methods and procedures of achieving a particular task or goal such as reading, writing, arithmetic, etc., and the relationships between them.

nally has been used to designate the subject matter of curriculum, has been replaced by the word the structure trap of the term topic as it operated in the systems of relationship of what science disciplines can be used as vehicles by which teachers can travel in teaching social

student's attempt to discover new knowledge by helping him to select from data information critical thinking toward major concepts and generalizations.

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ance, anger and anxiety as well as affection in the sense of love.

achieving a particular task or goal such as modes of thought or the way people interact with

16. Percepts: Sensory beginning of concepts.
17. Values: The beliefs and ideas which society or an individual este
18. Perceptual: The awareness of objects or data through the medium
19. Precept: A commandment or direction meant as a rule of action c
20. Empirical: Relying or based solely on experimentation and observ
21. Disjunctive Thinking: Presenting alternatives regarding a proposi

g of concepts.

areas which society or an individual esteems and seeks to achieve.

of objects or data through the medium of the senses.

or direction meant as a rule of action or conduct.

is solely on experimentation and observation.

presenting alternatives regarding a proposition, e.g., either all men are free or no man is free.

## USING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING\*

"A great deal has been written and spoken recently about 'newer' ways of teaching and learning. Much effort has been given to discussing the rationale and assumptions underpinning them. Much effort has also been given to exploring the possibilities of these as useful ways of classroom teaching and learning. Time and space have even been found to do this. But in spite of all this, the real essence of the 'new way' still remains obscure—uncertain—uncertain—social studies classroom teacher who is daily faced with the practical necessity of answering yet to be answered: 'What is this new way?' and, even more basic, 'How do I do it?'

"Answers to these questions, even if they must of necessity be only partial and tentative, teachers have been increasingly urged to use this 'new way' of teaching but have been frustated by the lack of clear-cut answers to such questions as: 'What is it? just what it is and how to employ it. Consequently, many have become disillusioned with considerably less respect for it than meets the eye; others merely shrug it off with a curt, 'Oh, it's not for me'; still others who feel it won't work—are wont to declare, 'I do this already.' There can be little doubt that the new way of teaching has been over-emphasized."

"This 'newer' way of teaching has been described by a variety of terms. It has been labeled as a strategy. It has been described variously as reflective thinking, problem solving, or discovery—or guided discovery. Yet, essentially these are all the same—they are descriptive, depending on the particular biases of the user, people engage in learning. They do not describe some conscious and deliberate, some haphazard and almost automatic, by which one inquires, or, in actuality, descriptive of the process of inquiry."

## THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in order to solve a problem, answer a question, satisfy a curiosity, apply a concept or some other form. It may be a remembered and/or observed experience, either the learner's or that of others; information shown on maps, graphs or charts, a picture, an artifact or some bit of written record or original document. The kind of knowledge developed is useful knowledge—knowledge that answers a question, satisfies a curiosity, demonstrates or validates a concept, or gives some sort of a fact, concept, generalization, skill or attitude.

"Having defined inquiry, however, does not tell just precisely what happens when one in of applying certain past experiences, ideas, biases or interests (referred to variously as a or some other more descriptive term) to selected data in order to complete a particular task steps, by employing a mode of inquiry.

\*Barry K. Beyer, Using Inquiry in the Social Studies—Guidelines for Teaching (Athens:

## SING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING\*

ly about 'newer' ways of teaching and learning in social studies. Considerable attention has been given to the assumptions underpinning them. Much effort has been expended on the merits and deficiencies of these new ways of teaching and learning. Time and space have even been consumed debating whether or not these new ways are better than the old. The essence of the 'new way' still remains obscured. For the busy—but intensely concerned—teacher daily faced with the practical necessity of actually teaching, two crucial questions remain: even more basic, 'How do I do it?'

necessity be only partial and tentative, are needed and needed now. Social studies teachers who have been frustrated repeatedly in their efforts to discover a 'new way' of teaching but have become disillusioned with the idea to the point where they feel there is no hope, merely shrug it off with a curt, 'Oh, it won't work anyway,' and some—often those who have been most successful—say, 'I know this already.' There can be little doubt that this situation needs some clarification.

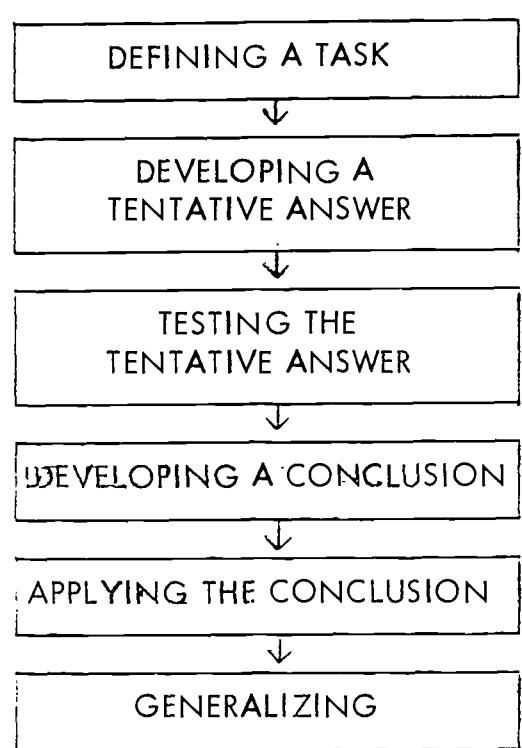
by a variety of terms. It has been labeled as an approach, a method and, more frequently, reflective thinking, problem solving, critical thinking inquiry, inductive thinking and deductive thinking. These are all the same—they are descriptive of a process by which, with slight variations in the details, people engage in learning. They do not describe a single act but a whole series of acts, each almost automatic, by which one inquires into something for some purpose. They are called inquiry."

### THE PROCESS OF INQUIRY

This is the application of purpose to data in order to develop useful knowledge. The purpose may be to satisfy a curiosity, apply a concept or so on. The data may be any information in any form—experience, either the learner's or that of others; it may be in the form of statistical information, an artifact or some bit of written material such as a textbook, newspaper article or document. The result developed is useful knowledge—knowledge that solves the initiatory problem, answers the question or validates a concept, or gives some meaning to experience. It could be in the form of a hypothesis, a theory or a principle.

It is just precisely what happens when one inquires. Basically, the process of inquiry consists of three stages or interests (referred to variously as a frame of reference, set of analytical concepts or categories) which are used to analyze data in order to complete a particular task. This is done by following certain sequential steps:

Inquiry can be diagrammed, in terms of what the learner consciously or unconsciously does, as follows:



The method, or mode, of inquiry is not a single act but a series of connected analytical—deliberate, step-by-step-thinking and intuitive thinking—conclusions.<sup>1</sup> It includes inductive reasoning, moving from the specific to the general, and deductive reasoning, moving from the general to the supporting specifics. It usually starts with a question and moves at varying rates of speed to some sort of a resolution.

Describing precisely how one inquires is a task not lightly undertaken, for no one can speak with finality on this. Nevertheless, certain aspects can be used, at least, to represent the major stages of this process. Familiarity with this diagram may help in selecting a teaching strategy that will facilitate this way of learning and the use of inquiry in the classroom.

This process is obviously much more complex than this diagram would indicate. In addition to the five stages shown, there are three types of mental operations repeated over and over again—developing a hypothesis, testing it, and drawing conclusions (generalizing) on the basis of the evidence. In addition to the five stages shown, there is one ever present factor—the use of data. Consideration of this factor is important in the development of learning experiences based on and fostering inquiry.

It should be remembered, however, that inquiry is only one way, one of many ways, of learning. We learn by a variety of processes each of which is best suited to different purposes and situations. Memorization is the quickest way to learn an essential fact or a combination for a lock or a list of dates. On the other hand, some facts and concepts can be learned best by individual inquiry instead of deliberate memorization. "It depends just how ones goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is greatly expanded. The teacher is a programmer, resource person, process observer, process commentator, and adjuster.)

what the learner consciously or unconsciously does, as follows:

od, or mode, of inquiry is not a single act but a series of complicated, related acts. It involves both  
—deliberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to con-  
' It includes inductive reasoning, moving from the specific to the general, and deduction—moving  
general to the supporting specifics. It usually starts with a question or problem or some unsettled con-  
and moves at varying rates of speed to some sort of a resolution.

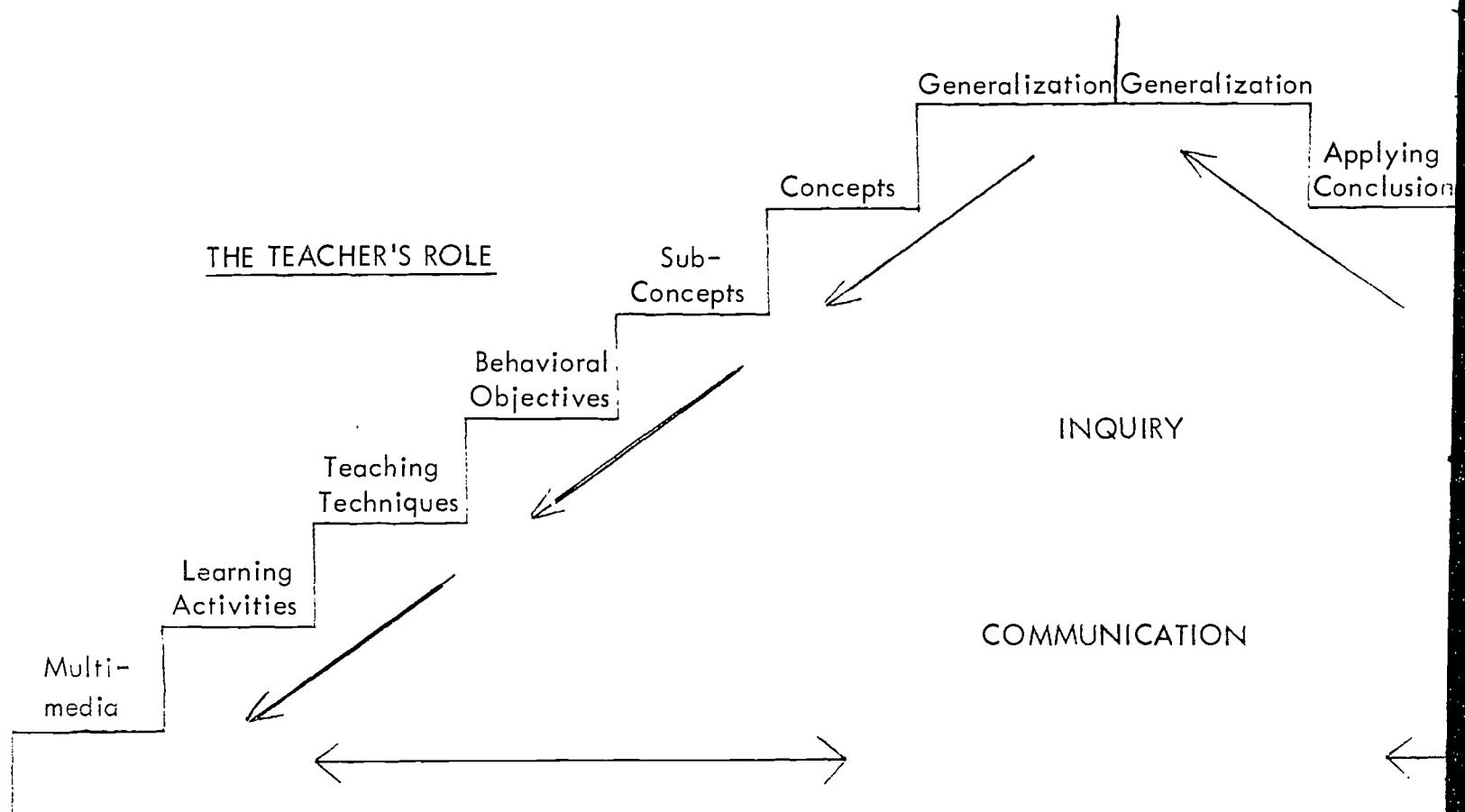
ng precisely how one inquires is a task not lightly undertaken. Much research remains to be done before  
can speak with finality on this. Nevertheless, certain aspects can be identified that seem, for the present  
to represent the major stages of this process. Familiarity with these stages will enable one to build a  
strategy that will facilitate this way of learning and the use and development of the intellectual skills  
ed with it.

cess is obviously much more complex than this diagram would suggest. In essence, however, it involves  
ces of mental operations repeated over and over again—developing a hypothesis or tentative answer, test-  
hypothesis, and drawing conclusions (generalizing) on the basis of this testing. And, at each stage of the  
here is one ever present factor—the use of data. Consideration of these factors must be of prime concern  
development of learning experiences based on and fostering inquiry.

be remembered, however, that inquiry is only one way, one process, of learning. It is not the only way.  
by a variety of processes each of which is best suited to different purposes. At times we learn best by  
. Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance,  
bination for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can  
ed best by individual inquiry instead of deliberate memorization. The purpose for learning is the key to  
ones goes about it."

lum design, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer,  
observer, process commentator, and adjuster.)

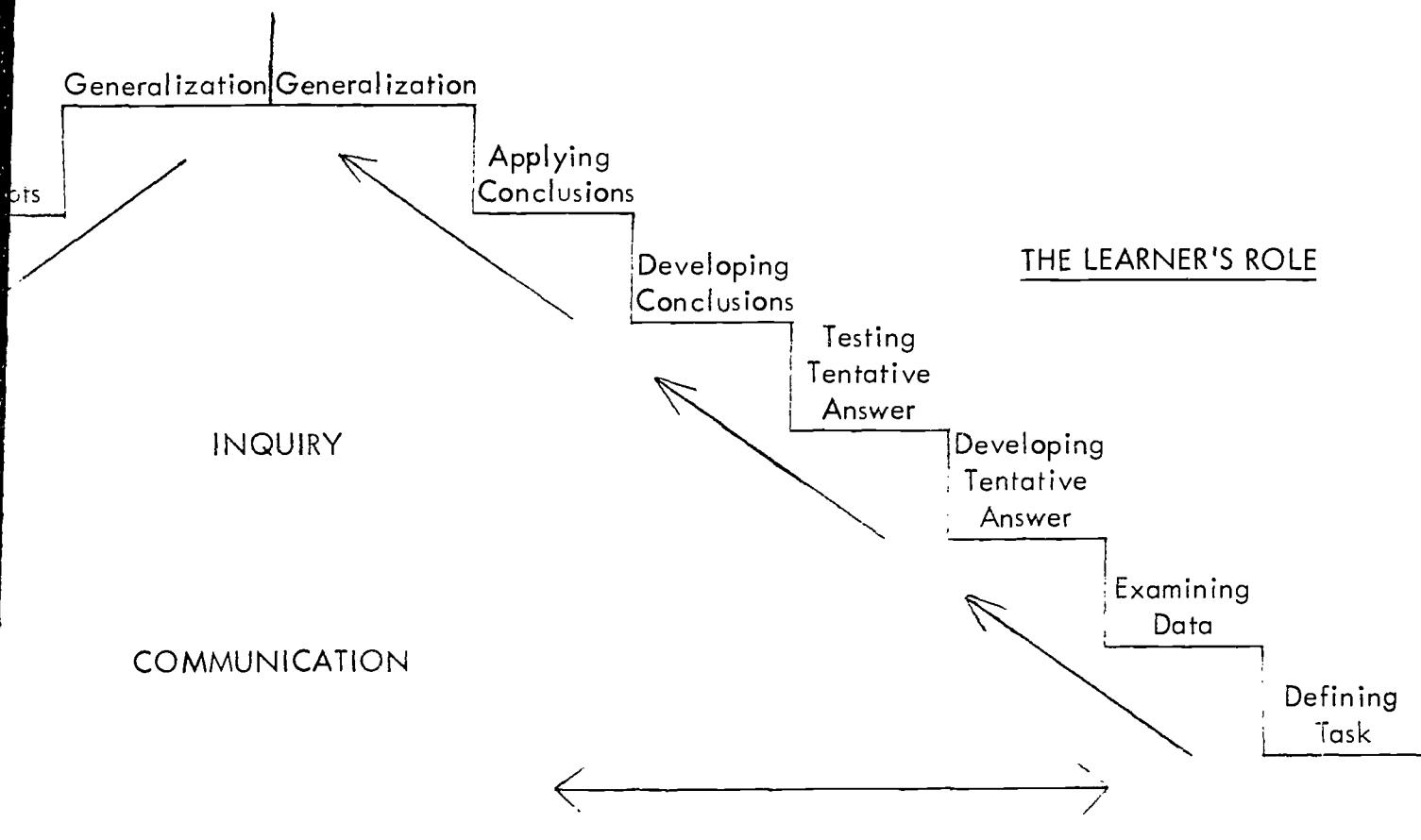
## THE TEACHING-LEARNING PROCESS



Teachers should be aware that using the conceptual approach and discovery-inquiry methods, their students. Concepts, skills, and data now come into play as interrelated items of central importance. Teachers plan teaching units in which they make use of the generalizations, concepts, sub-concepts, and behavioral objectives defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which the students explore and discover new knowledge by themselves. They do this by observing, questioning, hypothesizing, and testing their hypotheses. Skills and concepts are learned through the process of inquiry. This is done as progressive steps in the discovery-inquiry method.

## THE TEACHING-LEARNING PROCESS



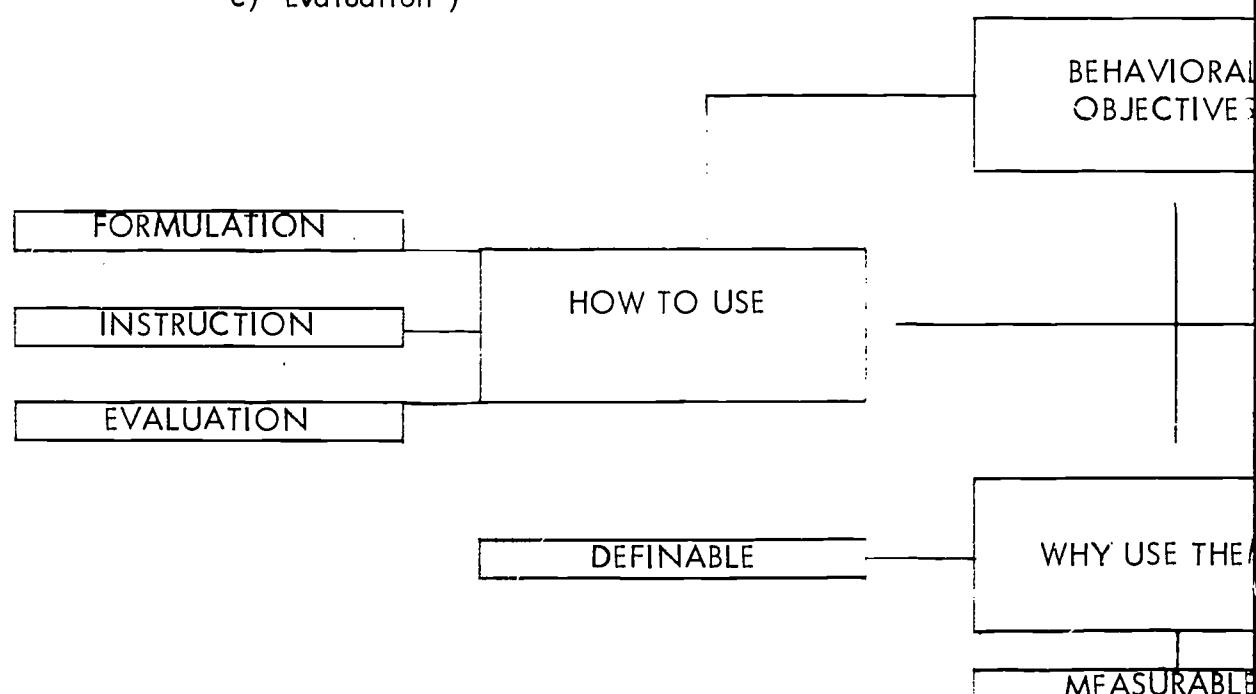
ceptual approach and discovery-inquiry method to instruction poses a new role for them and they come into play as interrelated items of central concern and control. It is suggested that we make use of the generalizations, concepts, sub-concepts, and behavioral objectives listed and

ed for student learning activities in which they will develop skills and acquire facts and in many forms of multimedia material. Skill development levels through inquiry are seen method.

## BEHAVIORAL OBJECTIVES

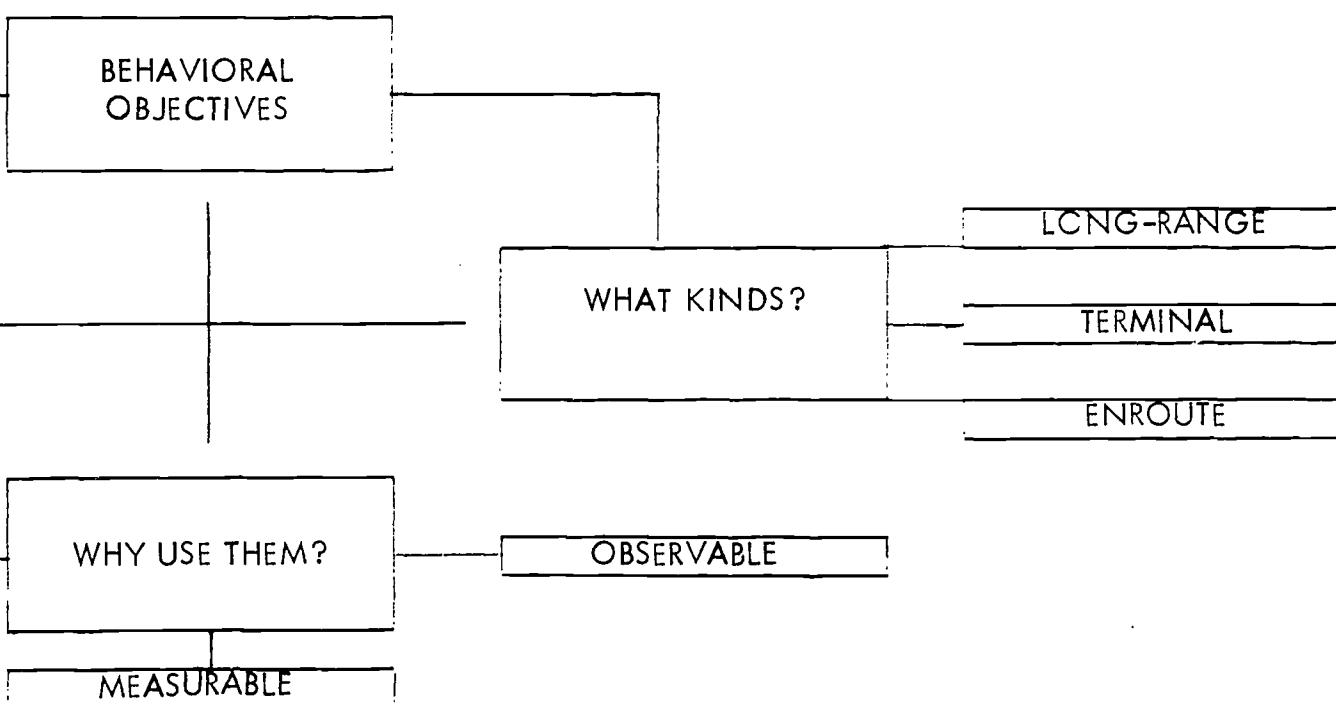
Behavioral objectives deserve an important place in the repertoire of those who teach. Consider the following questions:

1. Why use behavioral objectives?
  - a) Definable )
  - b) Observable )-- Learner Behavior
  - c) Measurable )
2. What are the kinds of behavioral objectives?
  - a) Long-range)
  - b) Terminal )-- Response/Product
  - c) Enroute )
3. How does the teacher use them?
  - a) Formulation)
  - b) Instruction )-- Sequential Design
  - c) Evaluation )



## BEHAVIORAL OBJECTIVES

the repertoire of those who teach the new social sciences.



## LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for more sequences of alternate actions available to him. The student develops the ability to use scientific problem-solving tools.
  - A. The student must select a topic or problem from a given body of conceptual material and formulate a hypothesis.
  - B. He must then pose an answerable question that is not too general (e.g., What is the cause of the problem?) or too specific (e.g., What day does Congress convene?) that offers a rewardable in-depth study.
  - C. He then must formulate a written hypothesis or set of hypotheses in relation to the question.
2. The student develops the ability to locate, identify, relate, and use empirical data drawn from his hypothesis (e.g., concepts, generalization) in the process of social inquiry and problem-solving.
  - A. Given a problem or question, the student must list and defend verbally or in written form material that is equivalent, that offer material proving or disproving his hypothesis to his question.
  - B. This material must be periscoped into a brief and articulate written summary by the student.
3. The student must exhibit the ability to participate in open and respectful discussion of his presentation with other students. The student does this through the presentation of his question, the formulation of his hypothesis, and the development of his hypothesis. The student reacts with a critical analysis of the presentation.

## LONG-RANGE OBJECTIVES

is to the problem but proceeds to search for meaning in the problem and explores the connection. The student develops the ability to use scientific and democratic processes as problem-

from a given body of conceptual material and defend his interests verbally or in written

form that is not too general (e.g., What is the function of government?) nor too specific, nor too abstract; that offers a rewardable in-depth study.

thesis or set of hypotheses in relation to the question asked.

Identify, relate, and use empirical data drawn from social and behavioral sciences (facts, concepts, principles) in social inquiry and problem-solving.

- must list and defend verbally or in written form a minimum of four references, or their sources, that support or disprove his hypothesis to his question.

A brief and articulate written summary by the student.

Participate in open and respectful discussion of his premise in a seminar meeting. He does this in preparation for the formulation of his hypothesis, and the development of a conclusion. His group in turn presents its conclusions to the class.

GUIDE FORMAT

A	GENERALIZATIONS	CONCEPTS	SUB-CONCEPTS
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MODEL FORMAT

B	GENERALIZATION	CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES
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The main body of this guide is designed in a five column (A) arrangement that a teacher would perceive the process of its utilization. In the guide format, some columns are purposely omitted to allow the teacher to exercise his instructional individuality and preferences. For explicit examples of how teaching techniques and learning models have been provided.

Essentially, this guide is one that is developmental--constantly, continually, and sequentially. It has been designed to facilitate the teacher's role in in-service training, implementation, application, and evaluation. This feature has been developed to make the teacher an active participant and involved in the developmental process. This has made the guide part of their professional growth.

### GUIDE FORMAT

CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED MULTI-MEDIA

### MODEL FORMAT

B-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES	SUGGESTED LEARNING ACTIVITIES	SUGGESTED MULTI-MEDIA

in a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way its utilization. In the guide format, suggested teaching techniques and suggested learning activities offer to exercise his instructional individuality in developing these areas to fit his own particular needs of how teaching techniques and learning activities are developed for instructional purposes, teaching

developmental--constantly, continually, and ultimately--drawing on the Clark County School District's application, and evaluation. This feature is seen as having merit in that teachers, have been personally involved. This has made the guide part of their own creative efforts thus stimulating more effective teaching.

## GENERALIZATIONS FROM THE DISCIPLINES WITHIN TH

Teaching social science through the use of major concepts involves an almost inherent contact structure of teaching and learning units. Therefore, it should be made clear that the general a few examples of how the may be used in lesson planning by the teacher.

There are other generalizations that can be cognized by the researcher. These are included in the following sections and are listed under the various disciplines to which they are most closely related.

### History:

1. "Continuous and Unrelenting Change Has Been a Universal Condition of Recorded Time."<sup>1</sup>
  2. "History Makes Man Aware of the Possible Rather Than the Probable, and of the Possibilities Concerning the Time in Which He Lives. History Offers the Individual the Possibilities Upon Which to Base Such Decisions."<sup>2</sup>
  3. "Ideally, the Past Should Be Understood on Its Own Terms. This Means That One Should Study the Standards, Values, Attitudes, and Beliefs That Were Dominant in the Past Rather Than Evaluated Exclusively by Twentieth-Century Standards."<sup>3</sup>
  4. "Rarely Can Complex Historical Events Be Explained in Terms of a Single Cause or Relationship. Rather, a Study of the Past Indicates That Multiple-Cause Relationships Exist."<sup>4</sup>
  5. "The Record of the Past Is Irremediably Fragmentary, Selective, and Subjective. The Individual's Selection of 'Facts' Varies With the Individual Who Studies Them, and the Selection Is Influenced by the Individual's Terms of His Own Needs, Aspirations, and Point of View."<sup>5</sup>

## Geography:

1. "Man's Use of the Land Is Seldom the Result of Any Single Physical Factor; Rather, It Is the Product of the Interplay of a Number of Phenomena, Both Physical and Human."
  2. "The Evolution of Mankind from Isolated, Self-Sufficient Communities to a Global Civilization Is the Result of Factors Such as Trade, Migration, Diffusion of Ideas and Practices, and Great Wars."
  3. "Each Culture Tends to View Its Physical Habitat Differently. The Level of Technology Determined Which Elements of the Land Were Used and Which Were Left Untouched."
  4. "Every Region Is an Area Homogeneous in Terms of Specific Cultural Traits. The Delimitation Is Always Based on an Intellectual Judgment."

## M THE DISCIPLINES WITHIN THE SOCIAL SCIENCES\*

volves an almost inherent contact with generalizations. They are closely related to any  
d be made clear that the generalizations listed in this guide are recognized as being only  
y the teacher.

researcher. There are included as being essential to structures built for teaching proce-  
ey are most closely related.

Change Has Been a Universal Condition of Human Society Throughout Both Remembered

of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alter-  
e in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However,  
Decisions." 2

Understood on Its Own Terms. Historical Events Should Be Examined in Light of the  
es, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather  
by Twentieth-Century Standards." 3

ical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relation-  
he Past Indicates That Multiple-Causation Is the Dominant Pattern." 4

remediably Fragmentary, Selective, and Biased. The Significance of Available Historical  
dividual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in  
Aspirations, and Point of View." 5

o seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by  
of Phenomena, Both Physical and Cultural." 6

from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More  
ion of Ideas and Practices, and Greater Importance of Relative Location or Situation." 7

ew Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and  
etermine Which Elements of the Land Are Prized and Utilized." 8

Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This  
based on an Intellectual Judgment." 9

5. "The Character of a Place Is the Product of the Past and Present Conditions of the People Who Live There."

Economics:

1. "Every Society Has Some Kind of Economic System, Based on the Production, Distribution, and Use of Goods and Services and Reflects the Values and Needs of the Society." 14
2. "All Economic Systems Are Confronted by the Problem of How to Allocate Scarce Resources Among Various Alternatives."
3. "Economic Conditions and Systems Change Over a Period of Time."
4. "Every Economic System Possesses Regularities Which Can Be Described by Economic Laws."
5. "In a Modern, Complex Economic System, Individuals Pursue Their Own Private Interests in Order to Satisfy Their Needs and Wants." 15

Sociology:

1. "Man Is a Social Animal Who Lives Always in Groups and Is Differentiated by Its Structure." 16
2. "A Society Exists in the Minds of Its Members and Occurs in the Interaction Between Those Members. The Mere Grouping or Aggregating of Individuals Is Not a Society."
3. "Man Is a Flexible, Becoming Creature. Through the Course of His Life He Assumes Many Different Roles in a Variety of Societies." 18
4. "The Interdependence of Groups in a Complex Contempts One Another and Cannot Exist Separately." 19
5. "Every Group Is a Complex of Roles. Group Members Assume These Roles and Expectations Associated with Those Roles. As a Member of a Group, A Person Assumes Many Different Roles During a Particular Period In His Life and at Various Times." 20

Political Science:

1. "As a minimum condition for its existence a society established by a group of people must have rules which are binding on all the people, provide for the resolution of disputes among members, and give members a sense of security."

society Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence."<sup>10</sup>

the Kind of Economic System. This Pattern of Arrangements Involves the Production, Distribution, Services and Reflects the Values and Objectives of the Particular Society."<sup>11</sup>

Are Confronted by the Problem of Relative Scarcity, of Unlimited Wants and Limited Resources."<sup>12</sup>

and Systems Change Over a Period of Time."<sup>13</sup>

in Possesses Regularities Which Make Certain Forms of Prediction Possible."<sup>14</sup>

In a Complex Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their

Individual Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be  
Structure."<sup>16</sup>

in the Minds of Its Members and Occurs Only When There Is Communication or Interaction Among  
Mere Grouping or Aggregating of People Does Not Produce a Society."<sup>17</sup>

becoming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving  
ties."<sup>18</sup>

of Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society To-

Complex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Experience  
with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different  
Roles at Various Period In His Life and at Various Stages in His Development and Maturation."<sup>20</sup>

on for its existence a society establishes authoritative institutions that can make decisions which  
the people, provide for the resolution of dissent, and effectively enforce basic rules."<sup>21</sup>

2. "The nature of a given society's political system and the fundamental system of values to which the society adheres."
3. "Political ideals, values, attitudes, and institutions develop in every society."
4. "In every society, individuals and groups disagree over social goals to be pursued, over the means to be used to achieve them, and over the enforcement of standards of behavior."

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of customs and beliefs which man receives as he adapts to his world." 25
2. "Every cultural system is an interconnected series of ideas and customs which generally lead to changes in other segments of the system."
3. "Every human cultural system is logical and coherent in its internal structure and available to the given community." 27
4. "The customs and beliefs of peoples are often made more meaningful by examining the relations among types of individual and group statuses and functions."
5. "The customs and beliefs of peoples are often made more meaningful by examining the relations among types of individual and group statuses and functions from a more comprehensive, more logical and cultural perspective." 29
6. "Analysis of the implications (or 'functions') of cultural acts must take into account the intentions of the people involved; but analysis must also take into account the hidden or unexpressed intentions (called 'latent functions') of particular acts and belief systems."
7. "Study of practically any behaviors and beliefs among people can contribute greatly to understanding our own complex culture, for it appears that our own culture is also a response to the same fundamental human problems." 30
8. "Explanation of human behavior is essentially one-sided; we must take into account the interplay between cultural, social, and psychological characteristics in order to understand human behavior in its biophysical environment." 32

given society's political system and the nature of its political behavior are closely related to the system of values to which the society adheres." 22

values, attitudes, and institutions develop and change over time." 23

individuals and groups disagree over some societal goals and directions, over how aims will be over the enforcement of standards of behavior." 24

al lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perhaps to his world." 25

system is an interconnected series of ideas and patterns for behavior in which changes in one aspect lead to changes in other segments of the system." 26

cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge of the given community." 27

beliefs of peoples are often made more understandable by studying them in terms of the social interactions types of individual and group statuses and roles in social action." 28

beliefs of peoples are often made more understandable if we examine them from a combined psychological-cultural perspective." 29

implications (or 'functions') of cultural behavior must take into account the explicit beliefs and the people involved; but analysis must also be made of the unnoticed, unintended, further consequences ('functions') of particular acts and beliefs." 30

cially any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance to our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in the same fundamental human problems." 31

human behavior is essentially one-sided and incomplete unless information about man's biological, social, and psychological characteristics is taken into account, together with information about man's environment." 32

9. "Although the peoples of the world may be roughly (and arbitrarily) divided based on physical characteristics, there are no pure races, and probably individuals who are intermediate in racial characteristics, so that no one can be said to be a 'Negroid,' 'Caucasoid,' and 'Mongoloid' people." 33
10. "There is no undisputed evidence of significant differences in ability or achievement among the peoples of the world." 34
11. "Contrary to beliefs still widely held, individuals who are the products of mixed marriages are frequently superior to their 'pure-blooded' parents in strength, stature, and health. 'Hybrid vigor' is well known among many species of 'lower' animals and plants." 35
12. "Anthropologists (and other scientists) have discovered no human biological characteristics which are unaffected by environmental experiences and environmental conditions. Conversely, no human characteristic is unaffected by genetically inherited biological factors." 36
13. "Practically all the significant differences in behavior among human populations (in intelligence, in personality, and other psychological characteristics) are understandable in terms of the effects of environment on biologically inherited characteristics." 37

peoples of the world may be roughly (and arbitrarily) divided into different 'races,' or major groups, racial characteristics, there are no pure races, and probably never have been. There are large numbers who are intermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating 'Caucasoid,' and 'Mongoloid' peoples." 33

ndisputed evidence of significant differences in ability or intelligence among major racial groupings of

beliefs still widely held, individuals who are the products of racial 'mixing,' or interbreeding, are f-  
or to their 'pure-blooded' parents in strength, stature, and other characteristics. This phenomenon of  
is well known among many species of 'lower' animals and plants as well." 35

s (and other scientists) have discovered no human biological characteristics that are unaffected by life  
and environmental conditions. Conversely, no human characteristics of thought or action can be regarded  
by genetically inherited biological factors." 36

I the significant differences in behavior among human populations (including expression of attitudes,  
and other psychological characteristics) are understandable as learned cultural patterns rather than  
inherited characteristics." 37

## FOOTNOTES

<sup>1</sup>Henry S. Commager, The Nature and the Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 100.

<sup>2</sup>Ibid., p. 110.

<sup>3</sup>Ibid., p. 120.

<sup>4</sup>Ibid., p. 131.

<sup>5</sup>Ibid., p. 139.

<sup>6</sup>Jan O. M. Broek, Geography: Its Scope and Spirit (Columbus: Charles E. Merrill Books, Inc., 1965), p. 81.

<sup>7</sup>Ibid., p. 86.

<sup>8</sup>Ibid., p. 92.

<sup>9</sup>Ibid., p. 98.

<sup>10</sup>Ibid., p. 105.

<sup>11</sup>Richard S. Martin and Reuben G. Miller, Economics and Its Significance (Columbus: Charles E. Merrill Books, Inc., 1965), p. 99.

<sup>12</sup>Ibid., p. 115.

<sup>13</sup>Ibid., p. 129.

<sup>14</sup>Ibid., p. 142.

<sup>15</sup>Ibid., p. 155.

<sup>16</sup>Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 63.

<sup>17</sup> Caroline B. Ruse, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 70.

<sup>18</sup> Ibid., p. 79.

<sup>19</sup> Ibid., p. 86.

<sup>20</sup> Ibid., p. 93.

<sup>21</sup> Francis J. Sorauf, Political Science: An Informal Overview (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

<sup>22</sup> Ibid., p. 91.

<sup>23</sup> Ibid., p. 97.

<sup>24</sup> Ibid., p. 105.

<sup>25</sup> Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 68.

<sup>26</sup> Ibid., p. 70.

<sup>27</sup> Ibid., p. 71.

<sup>28</sup> Ibid., p. 73.

<sup>29</sup> Ibid., p. 74.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid., p. 75.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid., p. 76.

34 Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

35 Ibid.

36 Ibid.

37 Ibid.

## MAJOR SOCIAL SCIENCE CONCEPTS DESCRIPTIONS OF CONCEPTS

A. Substantive: Concepts that deal with recall on recognition of ideas from phenomena.

1. Sovereignty of the Nation-State in the Community of Nations:  
Contrary to popular belief that nations are as old as recorded history, the nations were created since the sixteenth century. Having gone through periods of steady development, they are now going through a period of giving-way of sovereignty to a role of international organization. Nations can now take certain actions without consideration of the wishes of other states.
2. Conflict--Its Origin, Expression, and Resolution:  
Conflict is characteristic of the growth and development of individuals and communities. It is a natural response to respond to conflicting forces.
3. The Industrialization-Urbanization Syndrome:  
If one were to attempt a description of the most important social trends in the world, the industrialization and the movement of populations to the cities would be an integral part of the picture.
4. Secularization:  
Early man attributed all his blessings, travails, and disasters to the gods. By the time of the Renaissance, man had become supreme in all the affairs of men. The development of the nation-state, new religious movements, and new oriented pattern of basic values and beliefs.
5. Compromise and Adjustment:  
Compromise and adjustment are the keys to successfully facing political, economic, and social problems. Every individual faces the need to compromise and adjust to his physical as well as to his social environment.
6. Comparative Advantage:  
Students should understand this concept in order to appreciate the need for international cooperation. When conflicts of any nature arise, there often comes a time when advantages must be given up in order to achieve total conformity by an opposing force. Without an understanding of this concept, it is difficult to see how no one ever does achieve "total victory."

\* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University Press, 1968).

## MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS\*

on recognition of ideas from phenomena within the social sciences.

### Community of Nations:

are as old as recorded history, the nation-state, nationalism, and sovereignty have emerged. Through periods of steady development, they reached a peak in the twentieth century and moved away from a way of sovereignty to a role of interdependence in which states feel they must not undermine the wishes of other states.

### Society:

and development of individuals and of civilization as a whole. Society is constantly pressured

### Economic:

The most important social trends in the world today, the inclusion of the quest for industrialization and migration from the countryside to the cities would be an intellectual mandate.

availabilities, and disasters to the gods. By the Middle Ages the universal church was considered. Development of the nation-state, new cities, and industries changed all that to a more secular emphasis.

to successfully facing political, economic, social, and religious change and conflict. Man's response to his physical as well as to his social surroundings.

in order to appreciate the need for long-range consideration of goals and methods. When man comes a time when advantages must be weighed because of the impossibility of assuring "Without an understanding of this concept, a citizen is ill-equipped to face a world in which ."

cial Studies (Syracuse: Syracuse University, 1965).

## CONCEPTS (con't)

7. Power:

Power is a relationship by which one individual or group can take action that affects others as both a goal and an instrument for achieving that goal. No student can fulfill his part in the procedure of a democracy without being aware of this concept.

8. Morality and Choice:

Any student who proposes to go through life having all decisions made for him is an idiot. To be more than a robot or a nonhuman animal, the citizen must deliberate upon and effecting these decisions. Moreover, he must abide by his choices once they have been made.

9. Scarcity:

This concept refers to the fact that there is a limit to any nation's economic potentialities and to most of its potential. Scarcity is a reference both to physical limitations and to limitations of a society.

10. Input and Output:

Input refers to those productive resources furnished by persons in producing a product (goods and services) produced for sale during a period of time, measured according to some standard. The student should expect that his reward in terms of consumption will be based largely on his input.

11. Savings:

This concept is concerned with the effects of claims (savings) on the American economy. A corporation, individual, or government is someone else's savings and the relationship between the instability of a system is important to any discussion of inflation or recession. Students should learn of saving by one unit to the claims on another unit, if they are to intelligently participate in the economy as productive adults.

12. The Modified Market Economy:

Students should understand the free private function of the entrepreneur, the growing source of capital (loans and grants), and the effect of this increasing role of the government in the enterprise market economy. Included should be an understanding of the position of price, cost, monopoly, competition, supply, and demand.

## CONCEPTS (con't)

by which one individual or group can take action that affects the behavior of another. It must be seen as an instrument for achieving that goal. No student can fulfill his potential role as a citizen participating in a democracy without being aware of this concept.

oses to go through life having all decisions made for him is an ideal future citizen for a totalitarian state. Not or a nonhuman animal, the citizen must deliberate upon decisions and participate in both making and consequences. Moreover, he must abide by his choices once they have been made.

the fact that there is a limit to any nation's economic potential and that a successful nation ought to get the most out of its resources. Scarcity is a reference both to physical limitations and to limitations relative to the wants of the people.

productive resources furnished by persons in producing a product. Output means all the products produced for sale during a period of time, measured according to how much money is paid for these by buyers. A producer expects that his reward in terms of consumption will be based largely on his value as a producer.

cerned with the effects of claims (savings) on the American economy and the rest of the world. The debt of a individual, or government is someone else's savings and the relationship of this situation to the stability or instability of the economy is important to any discussion of inflation or recession. Students must be cognizant of the relationships between the claims on one unit and the claims on another unit, if they are to intelligently participate in maintaining economic stability as well as the rest of the world.

### Economy:

Understand the free private function of the entrepreneur, the growing rate of government as a market and as a spender (loans and grants), and the effect of this increasing role of the government in modifying the free private economy. Included should be an understanding of the position of producer and consumer and the functions of monopoly, competition, supply, and demand.

## CONCEPTS (con't)

(con't)

It is important for students to comprehend and weigh the values of freedom or limitations of these freedoms that justify themselves by professing to strengthen

### 13. Habitat and Its Significance:

Without interference of man, ecosystems are produced by areal associations of living organisms. This involves five groups of physical and biotic processes: (1) surface features, (2) water, (3) soil, (4) climate, and (5) living organisms. Habitat provides the natural surrounding of man's occupancy of the earth. It is a concept regarding the significance of man to the features of habitat. The student should understand that man and his culture are determined by physical surroundings and that he cannot alter them.

### 14. Culture:

Culture refers to a way of living that any society develops to meet its fundamental needs. It includes the ordering of social organizations; learned modes of behavior, knowledge, and belief systems. Culture then is man's contribution to his environment. A study of culture, in a sea of culture from birth to death, may help many young people to appreciate themselves as individuals.

### 15. Institution:

This is an organized way of doing something. It is a formal, recognized, established way of carrying on social activity. Institutions have been described as complex clusters of cultural elements held together by a high degree of organization and permanence and revolving about at least one central idea. We are influenced by our society in some manner directed in his activities by our institutions, if we know how they affect us.

### 16. Social Control:

This concept deals with the mechanisms by which society exercises its dominance over its members to its norms. Included as mechanisms are taboos, mores, customs, and laws. Social control is exercised through social controls at all levels of society.

## CONCEPTS (con't)

prehend and weigh the values of freedom of economics and social action against modifications or justify themselves by professing to strengthen and support the remaining freedoms.

systems are produced by areal associations of interconnected physical and biotic processes. It includes physical and biotic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils. The environment is the total surrounding of man's occupancy of the earth. It is of the utmost importance then to develop a valid understanding of the relationship of man to the features of habitat. The student should not go out in life believing all his actions are controlled by physical surroundings and that he cannot alter it.

that any society develops to meet its fundamental needs for survival; perpetuation of the species; social institutions; learned modes of behavior, knowledge, beliefs; and all other activities that are developed in the society. This is man's contribution to his environment. An understanding of each individual as a part, immersed in the society, and his contribution to the society around him, may help many young people to appreciate the relationship of the society around them to their own existence.

something. It is a formal, recognized, established, and stabilized way of pursuing some major goal or objective. Institutions have been described as complex clusters of cultural meanings, norms, values, and behavior characterized by relative stability and permanence and revolving about at least one major human need. Because every individual is influenced and directed in his activities by our institutions, it is important to learn how they become established and how they function.

chanisms by which society exercises its dominance over component individuals and enforces conformity to its standards. These mechanisms are taboos, mores, customs, and laws. Students should be aware of the need and existence of these mechanisms in society.

## CONCEPTS (con't)

### 17. Social Change:

Change is a neutral process. It may be progress or decline, depending on change at a more rapid rate than do other societies. There is probably no responsible for all social change in all societies. Contact between cultures goods with a culture often results in a modification of knowledge, attitudes

### 18. Interaction:

Within a given social system, the interaction of individuals and groups can be found in all social systems. Two general types of interaction - con specific forms of interaction. The basis of all human interaction is found a part of a total conceptual picture that includes culture, society, social

## B. Value: Concepts that deal with questions of attitude, beliefs, and principles.

### 1. Dignity of Man:

Dignity is defined as worth or merit. Human dignity should imply to ever worth that exists because the individual exists, and not because of his achievements. A man who respects himself would respect the dignity of all other men.

### 2. Empathy:

The Dictionary of Social Sciences defines empathy as the ability to understand one's own experience and behavior. Empathy has been referred to as "putting

### 3. Loyalty:

Loyalty is the willing devotion of an individual to a cause greater than himself. In the development of the concept of loyalty, one is as concerned with processes and ideas as he is to individuals or states. Process refers to those cultural values of a given society.

### 4. Government by Consent of the Governed:

Government is the creation of man to secure the rights of the individual. Whenever government fails to secure these rights, the people may alter its will.

## CONCEPTS (con't)

cess. It may be progress or decline, depending on the perspective of the observer. Some societies move faster than do other societies. There is probably no one factor or consistent set of factors that is responsible for change in all societies. Contact between cultures or the interactions of new ideas or material often results in a modification of knowledge, attitudes, and skills of the people.

In a social system, the interaction of individuals and groups follows certain common types or forms. These forms are found in all systems. Two general types of interaction - competition and cooperation - include all the more complex forms. The basis of all human interaction is found in social systems. This specific concept becomes part of a larger picture that includes culture, society, social control, and social change.

with questions of attitude, beliefs, and principles.

worth or merit. Human dignity should imply to every citizen the worth of all individuals. This is because the individual exists, and not because of his achievements. It can be expected that most men will consider their own dignity before that of all other men.

Social Sciences defines empathy as the ability to understand others through being able to call out in one's imagination what another person is feeling. Empathy has been referred to as "putting one's self in the other man's shoes."

devotion of an individual to a cause greater than himself, as represented by an institution, idea, or group. As a component of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to one's country as he is to individuals or states. Process refers to those who are employed to achieve as ends the other ends of a given society.

Right of the Governed:

The right of man to secure the rights of the individual to safety, tranquility, freedom, and happiness. If a government fails to secure these rights, the people may alter it to make it a more effective instrument of their

## CONCEPTS (con't)

### 5. Freedom and Equality:

Freedom refers to the relative absence of perceived external restraint. Equality has come to mean equality before law, equal access to suffrage, etc. Inequality may mean chaos and equality may become the tyranny of the majority.

### C. Method: Concepts that deal with techniques, skills, and aspects used in social science disciplines. These concepts that cross the lines of all the social science disciplines.

#### 1. Historical Method and Point of View:

Historical method is recognizing and dealing with evidence, episodic events, facts, evaluation of facts, interpretation, chronology, and causation.

#### 2. The Geographical Approach:

Geography is the field of learning that undertakes to develop concepts of the environment. Attention is focused on the areal association of things and events or processes that are associated. The distinctive purpose of geography is to study the action of things and events related to unlike processes that are associated. Geography has examined the interaction between man and his habitat. Equal attention is given to both physical and human processes. Geography studies the diverse cultural processes or among physical and biotic phenomena. Geography studies the sequences of differences from place to place on the earth.

#### 3. Causation:

In the teaching of the causation concept, we aim to develop a method of finding causes and effects around us. Causation, as an aspect of method, should be included in every subject.

### D. Techniques and Aspects of Method: These eight techniques of skills and approaches are utilized.

#### 1. Observation, Classification, and Measurement

#### 2. Analysis and Synthesis

#### 3. Questions and Answers

#### 4. Objectivity

## CONCEPTS (con't)

ence of perceived external restraints on individual behavior. In the western world, equality law, equal access to suffrage, and equality of opportunity. Taken to extremes, freedom become the tyranny of the majority.

iques, skills, and aspects used in obtaining information. They are broader methodological all the social science disciplines.

ew:  
and dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of  
retation, chronology, and causal relationships.

g that undertakes to develop concepts based on the chronological principle. In this field, association of things and events of unlike origin and on the interconnections among things d. The distinctive purpose of geographic study is to develop concepts regarding the inter- d to unlike processes that are associated with particular areas. Traditionally, geography veen man and his habitat. Equally significant are the studies of the interaction among g physical and biotic phenomena. Geography seeks understanding of the causes and con- ke to place on the earth.

concept, we aim to develop a method of thinking as well as understanding of causes and an aspect of method, should be integrated with the substance of several disciplines.

se eight techniques of skills and/or behavior are not identified as concepts as such. They envisioned as inevitable skills coming into focus as inquiry methods and conceptual roaches are utilized.

and Measurement

5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence

**CLARK COUNTY SCHOOL DISTRICT  
SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE**

## AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the social guidelines emphasize a conceptual approach and a discovery-inquiry method with emphasis on social science disciplines, and the use of multimedia. Since we accept the product of their traditional textbook oriented teacher exposition method, we feel it behooves us to make an excellent media with which to implement this program.

In light of this fact, we will seek and recommend those materials designed to enhance the development of the generalizations and concepts set down by the curriculum committee in their curriculum.

Recognizing that most publishers aren't prepared to meet our needs to the extent that we desire, we will present the concepts and generalities and ask them to apply their material to the conceptual areas.

We also resolve to impress upon the publishing companies, directly and through their representatives in the traditional media and vowed to join with our colleagues from other parts of the country to combat the new media.

The following list of multimedia is presented as a total package. Teachers are to be aware that selected for use from any or all of the various disciplines. Teachers and principals should join

The areas of breakdown within the package are self-explanatory. Such areas as films, films:

Standard Focal Reference Guides are materials usually compiled in a single volume that give materials are not limited to a single concept. They represent a basis of sophistication from v<sub>o</sub> on the continuum.

A Concept Penetration Source is a tool by which the student and teacher may delve into an area of study.

Although the committee did review numerous ITV programs, none were recommended. It was felt that the station produce local programs that would better correlate with the new social science programs. The committee's expertise is available for this.

**CLARK COUNTY SCHOOL DISTRICT  
SPECIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE**

## AIMS AND OBJECTIVES

ark County Curriculum Task Force for the social sciences as published in their curriculum guide. These and a discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the media. Since we accept the product of their efforts and recognize it as a radical departure from the method, we feel it behooves us to make an equally radical departure in establishing guidelines to set.

end those materials designed to enhance the development of the aforementioned program using as our  
down by the curriculum committee in their curriculum guide.

ed to meet our needs to the extent that we desire, we will select those materials most applicable to this state this, we will present the concepts and generalizations to the various companies and their representatives in the conceptual areas.

companies, directly and through their representatives, the measure of impatience that we harbor with colleagues from other parts of the country to assist publishers in finding new directions in social science

as a total package. Teachers are to be aware that with an interdisciplinary approach, materials can be disciplines. Teachers and principals should jointly make this decision, if possible.

e self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature. Their relationship to textbook materials. The following are these definitions:

is usually compiled in a single volume that give a broad view of the mainstreams of social science. These They represent a basis of sophistication from which the student is led to a higher level of sophistication

which the student and teacher may delve into an area of research.

ITV programs, none were recommended. It was the decision of the committee that the District television exper-

KINDERGARTEN MODEL ANTHROPOLOGY	GENERALIZATION	CONCEPTS	SUB-CONCEPTS
<p><u>Vehicle</u></p> <p>Home and School</p>	<p>Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.</p>	<p>I. Conflict</p>	<p>A. Conflict is characteristic of growth and development of individual and of civilization.</p> <p>B. Society is constantly responding to conflict rather than to minimize conflict. To help young students from the onset of their existence, we should make them aware of the origins of conflict so that they can help them to develop positive attitudes toward conflict and the reality with which they must cope.</p> <p>C. This concept is developed to help the student to acquire skills in dealing with patterns of conflict resulting from conflicts with classmates, between the individual and the state, or between the individual and society. These skills can be used throughout life.</p>

CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES
Conflict	<p>A. Conflict is characteristic of the growth and development of an individual and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.</p>	<p>A. The student will describe orally what might happen if he does not learn how to take "turns" at a drinking fountain in the classroom or on the school playground, and then demonstrate that correct behavior during the school day.</p> <p>B. The student will describe orally what might happen if he or his group would not go to a designated area during the school's fire drill exercises, and then demonstrate that correct behavior during the school day.</p> <p>C. The student will describe orally how children learn to get along in the classroom and on the playground, and then follow the school rules for any of his daily school activities.</p>

SUGGESTED TEACHING PROCEDURE	
A. The teacher will explain and develop the meaning of the phrase "take turns." The teacher will demonstrate with the group in the classroom how to take turns with the following: (1) getting a drink at the water fountain, (2) selecting crayons, (3) choosing a picture book, and (4) taking a carton of milk. The teacher will demonstrate with the group on the playground how to take turns on the swings. The teacher will show films, filmstrips, and pictures to teach the student how to take turns.	A. The teacher will explain and develop the meaning of a fire drill. The teacher will demonstrate with the group in the classroom how to take turns with the following: (1) getting a drink at the water fountain, (2) selecting crayons, (3) choosing a picture book, and (4) taking a carton of milk. The teacher will demonstrate with the group on the playground how to take turns on the swings. The teacher will show films, filmstrips, and pictures to teach the student how to take turns.
B. The teacher will explain and develop the meaning of a fire drill and its importance. Include the following: (1) Why do we need to go to a designated area on the playground? (2) What would happen if we did not? (3) What would happen if another group was in our designated area? (4) What might happen if some of us walked too slowly, fell down, or played on the way? Use filmstrips and visual aids to demonstrate proper behavior during a fire drill.	B. The teacher will explain and develop the meaning of a fire drill and its importance. Include the following: (1) Why do we need to go to a designated area on the playground? (2) What would happen if we did not? (3) What would happen if another group was in our designated area? (4) What might happen if some of us walked too slowly, fell down, or played on the way? Use filmstrips and visual aids to demonstrate proper behavior during a fire drill.
C. The teacher will explain the meaning of "rules," "behavior," and "getting along." The teacher will demonstrate with the group in the classroom and on the playground why we need rules in school to (1) pass quietly, (2) to raise our hand before speaking, (3) to eat our lunch without spilling food, and (4) to play with toys and playground equipment properly.	C. The teacher will explain the meaning of "rules," "behavior," and "getting along" by using slides, and visual aids.

### SUGGESTED LEARNING ACTIVITIES

- phrase "take turns." (1) show how to take turns at a fountain, (2) see how many children can fit in a carton of milk. (3) Show how to take turns in line, (4) draw pictures to show what happens during a fire drill and its importance.
- (1) What happens if we do not? (2) What would happen if we ran too fast? (3) What might happen if we run too slow? (4) What might happen if we stay on the way? (5) What might happen if we stay on the way? (6) What might happen if we stay on the way? (7) What might happen if we stay on the way? (8) What might happen if we stay on the way? (9) What might happen if we stay on the way? (10) What might happen if we stay on the way? (11) What might happen if we stay on the way? (12) What might happen if we stay on the way? (13) What might happen if we stay on the way? (14) What might happen if we stay on the way? (15) What might happen if we stay on the way? (16) What might happen if we stay on the way? (17) What might happen if we stay on the way? (18) What might happen if we stay on the way? (19) What might happen if we stay on the way? (20) What might happen if we stay on the way? (21) What might happen if we stay on the way? (22) What might happen if we stay on the way? (23) What might happen if we stay on the way? (24) What might happen if we stay on the way? (25) What might happen if we stay on the way? (26) What might happen if we stay on the way? (27) What might happen if we stay on the way? (28) What might happen if we stay on the way? (29) What might happen if we stay on the way? (30) What might happen if we stay on the way? (31) What might happen if we stay on the way? (32) What might happen if we stay on the way? (33) What might happen if we stay on the way? (34) What might happen if we stay on the way? (35) What might happen if we stay on the way? (36) What might happen if we stay on the way? (37) What might happen if we stay on the way? (38) What might happen if we stay on the way? (39) What might happen if we stay on the way? (40) What might happen if we stay on the way? (41) What might happen if we stay on the way? (42) What might happen if we stay on the way? (43) What might happen if we stay on the way? (44) What might happen if we stay on the way? (45) What might happen if we stay on the way? (46) What might happen if we stay on the way? (47) What might happen if we stay on the way? (48) What might happen if we stay on the way? (49) What might happen if we stay on the way? (50) What might happen if we stay on the way? (51) What might happen if we stay on the way? (52) What might happen if we stay on the way? (53) What might happen if we stay on the way? (54) What might happen if we stay on the way? (55) What might happen if we stay on the way? (56) What might happen if we stay on the way? (57) What might happen if we stay on the way? (58) What might happen if we stay on the way? (59) What might happen if we stay on the way? (60) What might happen if we stay on the way? (61) What might happen if we stay on the way? (62) What might happen if we stay on the way? (63) What might happen if we stay on the way? (64) What might happen if we stay on the way? (65) What might happen if we stay on the way? (66) What might happen if we stay on the way? (67) What might happen if we stay on the way? (68) What might happen if we stay on the way? (69) What might happen if we stay on the way? (70) What might happen if we stay on the way? (71) What might happen if we stay on the way? (72) What might happen if we stay on the way? (73) What might happen if we stay on the way? (74) What might happen if we stay on the way? (75) What might happen if we stay on the way? (76) What might happen if we stay on the way? (77) What might happen if we stay on the way? (78) What might happen if we stay on the way? (79) What might happen if we stay on the way? (80) What might happen if we stay on the way? (81) What might happen if we stay on the way? (82) What might happen if we stay on the way? (83) What might happen if we stay on the way? (84) What might happen if we stay on the way? (85) What might happen if we stay on the way? (86) What might happen if we stay on the way? (87) What might happen if we stay on the way? (88) What might happen if we stay on the way? (89) What might happen if we stay on the way? (90) What might happen if we stay on the way? (91) What might happen if we stay on the way? (92) What might happen if we stay on the way? (93) What might happen if we stay on the way? (94) What might happen if we stay on the way? (95) What might happen if we stay on the way? (96) What might happen if we stay on the way? (97) What might happen if we stay on the way? (98) What might happen if we stay on the way? (99) What might happen if we stay on the way? (100) What might happen if we stay on the way?
- A. The teacher may explain and develop the meaning of the phrase "take turns" by using the following teaching techniques: (1) reading appropriate stories to emphasize this skill, (2) showing films about safety on the playground and behavior in the classroom, and (3) role-playing in the classroom or on the playground.
- B. The teacher may explain and develop the meaning of a fire drill in the following steps: (1) the teacher will take her group to their designated area on the playground, (2) the teacher will demonstrate and explain what might happen if boys and girls run or walk too slowly, (3) the teacher will demonstrate and explain what might happen if a group was in its area and what could be done, and (4) children may draw pictures and role-play events in this unit.
- C. The teacher may explain and develop the meaning of "behavior" and "getting along" by (1) reading stories to the children, (2) showing pictures, filmstrips, slides, and movie films, (3) using dioramas and (4) role-playing.

SUGGESTED MULTIMEDIA

FILMS

A. "Beginning Responsibility-Books and Their Care" F0410

"Beginning Responsibility-Doing Things for Ourselves in School" F5270

"Beginning Responsibility-Lunchroom Manners"  
F5271

"Beginning Responsibility-Other People's Things" F5272

"Beginning Responsibility-Rules at School"  
F5273

"Courtesy for Beginners" F5582

"Let's Share With Others" F0455

"Primary Safety-in the School Building" F5434

"Safety in the Summer"

"Primary Safety-on the Playground" F5435

"Keeping Safe and Healthy"

"Safety Rules for School" F5603

B. "City Fire Fighters" F0425

"The Helpful Little Fireman" F5349

FILMSTRIPS

BO

## SUGGESTED MULTIMEDIA

### BOOKS

### OTHER

"the Summer"

"Safe and Healthy"

Resource people such as a visit from  
the school principal to explain taking  
turns and safety.

### Firemen and School Safety

Arrange for a fireman to visit the  
classroom.

TEACHER NOTES:

CONCEPTS	SUB-CONCEPTS	
II. Social change	<p>A. Change is a neutral process. Some societies change at a more rapid rate than others.</p> <p>B. Some institutions within a society change at a more rapid rate than do other institutions in the same society.</p> <p>C. There are many causes for social change such as: (1) contact between cultures, (2) the interaction of new ideas or materials within a culture, and (3) the development of modern means of communication and transportation.</p>	<p>A.</p> <p>B.</p> <p>C.</p>

	BEHAVIORAL OBJECTIVES
societies change at change at a more onge such as: e interaction of ure, and (3) the munication and	<p>A. The student will describe ways in which a given intact social unit can change, e.g., family, neighborhood, group at school, community.</p>
	<p>B. The student will describe orally the difference between the acquisition of food in the old West and the acquisition of food today.</p>
	<p>C. The student, given a picture of a social effect, will correctly choose the cause from a pictorial display.</p>

### SUGGESTED TEACHING PROCEDURE

- A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth. The teacher will show and develop the meaning of how a family may change by the following: (1) new baby in the family, (2) new member in the family such as an adopted child, (3) father may leave the family, or (4) mother may leave the family. The unit may be further developed by showing how the class at school changes and how the neighborhood grows and changes.
- B. The teacher will explain the various functions of different types of stores: (1) drug store, (2) bakery, (3) clothing store, (4) grocery store, (5) meat market, (6) hardware store, and (7) candy store. The teacher will explain that years ago we had a general store that sold many things. Today we have stores that sell specific things and supermarkets or department stores that sell many things.
- C. The teacher will explain, develop, and review the meaning of "change" in the family, school group, neighborhood, community, city, and state of Nevada. (1) The teacher will explain and develop the meaning of contact between cultures by discussing the following: (a) When your family has a picnic in the park you may meet a Spanish-American family, a Negro family, a Puerto Rican family, or another family group. (b) When you go to the bowling alley with mother and father you may stay in the nursery and play with children different than you. (2) You may learn a new game or a new song from the children you play with at the park or bowling alley nursery. (3) You may take a field trip or go with your parents to visit the airport terminal in Las Vegas. You may discuss how travel is faster today and people come to Las Vegas from all over the world. These people bring new ideas of living, eating, working (making a living), and entertaining.

A. The teacher will compare the community with other communities. (1) showing slides, filmstrips, games, (2) reading a book of maps.

B. The teacher will compare the various kinds of stores in the classroom.

C. The teacher will group children by showing them pictures of cities, countries, and continents.

SUGGESTED LEARNING ACTIVITIES	
neighborhood, develop the family in the neighborhood (father may not be further from the neighbor-	A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth by using the following teaching techniques: (1) showing charts and pictures of families, (2) showing films, slides, and filmstrips of families and how they change, (3) reading stories, (4) playing games, (5) indoor and outdoor role-playing activities, and (6) making a scrapbook of pictures from magazines brought to school by the children.
of stores: 5) meat II explain that we have stores that sell many	B. The teacher will explain and develop the meaning of supermarkets and show a comparison to other stores by using the following teaching techniques: (1) reading aloud appropriate stories, (2) having the children draw pictures of different kinds of stores, (3) visiting a supermarket, (4) building several stores in the classroom, and (5) making a scrapbook of pictures of food sold in a supermarket.
"change" in the state of Nevada. the difference between cul- tural groups in the classroom. a Puerto Rican child living in an alley with other children different from those children you are working with. You may make a field trip to a supermarket from all over the state. You may be working (making	C. The teacher will develop the causes for social change by discussing with the group change in family, school groups, community, city, and state of Nevada by showing films, filmstrips, reading stories, taking field trips, and by role-playing. Children could make a big scrapbook of magazine pictures of parks, cities, and communities.

SUGGESTED MULTIME

FILMS

FILMSTRIPS

- A. "Family Teamwork and You" F1479  
"Our Family Works Together" F5596
- B. "Bakery Beat" F1209  
"The Food Store" F0783  
"The Story of the Wholesale Market" F5607  
"Your Food" F5038
- C. (1) "An Airplane Trip by Jet" F0647  
(2) "Beginning Responsibility"
  - (a) "Books and Their Care" F0410
  - (b) "Doing Things for Ourselves in School" F5270
  - (c) "Lunchroom Manners" F5271
  - (d) "Other People's Things" F5272
  - (e) "Rules at School" F5273  
(3) "The Busy Airport" F5287  
(4) "Courtesy for Beginners" F5582  
(5) "Let's Share With Others" F0455  
(6) "Primary Safety-in the School Building" F5434  
(7) "Primary Safety-on the Playground" F5435  
(8) "Safety Rules for School" F5603

SUGGESTED MULTIMEDIA

BOOKS

The Baker  
Foods  
Community Helpers  
The Storekeeper  
How to Keep Healthy

OTHER

A visit by the mayor to the classroom

Resource person, such as a druggist or a  
baker

CONCEPTS	SUB-CONCEPTS	
III. Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.</p>	<p>A. The student w group on the</p> <p>B. The student, describe oral</p> <p>C. The student w</p>

	BEHAVIORAL OBJECTIVES
ing the ability to responses that are nses of others.	A. The student will describe orally how other children feel with a strange group on the first day of school.
y in relation to others.	B. The student, given the picture of a child lost in a department store, will describe orally how the child would feel.
on the amount of hen attempting to	C. The student will describe orally how he would feel if he lost his pet.

### SUGGESTED TEACHING PROCEDURE

- |  |  |
|--|--|
| A. The teacher will explain and develop the meaning of the following words:<br>(1) feelings, (2) sadness, (3) happiness, (4) aloneness, (5) togetherness,<br>(6) friendliness, and (7) aggressiveness.   | A. The teacher will explain and develop the meaning of "lost".<br>The teacher may (1) have students role-play, (2) compare this experience to animals getting lost, (3) use pictures and other visual aids to teach this concept, and (4) read stories and ask children if they have ever been lost. |
| B. The teacher will explain the meaning of lost and attempt to convey the feeling one would have if he were lost and ask, "What would you do if you were lost in a department store?" The teacher may (1) have students role-play, (2) compare this experience to animals getting lost, (3) use pictures and other visual aids to teach this concept, and (4) read stories and ask children if they have ever been lost. | B. The teacher will explain the meaning of "lost".<br>The teacher may (1) have students role-play, (2) compare this experience to animals getting lost, (3) use pictures and other visual aids to teach this concept, and (4) read stories and ask children if they have ever been lost.             |
| C. The teacher will explain and develop the meaning of "lost" by asking the following: (1) Did you ever have a pet? (2) What kind of a pet did you have? (3) Was it a baby or grown animal? (4) Did you ever lose your pet? (5) How did you lose it? (6) How did you feel after it was gone? (7) How many children have ever lost a pet? (8) Did you ever get the pet back? (9) How did you feel when the pet came back? | C. The teacher will explain and develop the meaning of "lost".<br>The teacher may (1) have students role-play, (2) compare this experience to animals getting lost, (3) use pictures and other visual aids to teach this concept, and (4) read stories and ask children if they have ever been lost. |

### SUGGESTED LEARNING ACTIVITIES

- owing words:  
loneliness,  
sickness,  
etc.
- Convey the feelings you do if you were lost. Students may role-play, draw pictures and other activities. Children if they like.
- by asking the following questions:  
(1) Do you have a pet? (2) How many pets do you have? (3) How many children are there in your family? (4) How did you feel when you were lost?
- A. The teacher may explain and develop the meaning of feelings or emotions of an individual in a group by using the following teaching techniques: (1) Discuss with the group how it feels to be left alone with a baby-sitter when mother goes to work, (2) Discuss with the group how it feels when mother or father leaves you with grandmother while they go to a movie, (3) Discuss with the group how it feels to be left with an older brother in the evening when mother and father go bowling, and (4) Discuss with the group and individually how they feel on the first day of school.
  - B. The teacher may explain and develop the meaning of getting lost by using the following techniques: (1) stories and other visual aids, (2) taking a walk around the schoolgrounds to describe how you could get lost, (3) let those who have had this experience tell others how they felt, how they became lost, and what they did when they became lost, and (5) tell about your pet that may have been lost and how you felt.
  - C. The teacher will explain and develop the meaning of "lost" and "pet." She would then ask the questions in the teaching procedure and discuss them. The students may role-play. The teacher would read stories and show films and filmstrips. The result might lead to a discussion about pets and their care.

SUGGESTED MULTIMEDIA

FILMS

- A. "Family Teamwork and You"
- "Animals Growing Up" F0228
- "Animals and Their Homes" F0227
- "Animals and Their Food" F0224

FILMSTRIPS

Teacher m  
children,  
being "los

## SUGGESTED MULTIMEDIA

### BOOKS

Teacher may read stories about children, pets, and articles being "lost."

### OTHER

Pictures of lost people and articles.

CONCEPTS	SUB-CONCEPTS	
IV. Compromise and adjustment	<p>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</p> <p>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.</p> <p>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</p>	<p>A. The student in the class has his views</p> <p>B. The student and adjust (4 animals)</p> <p>C. The student adjusted (American)</p> <p>D. The student adjusts and tells</p>

e keys to successfully  
, and religious change

and adjust to his  
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is upon the ability

and adjustment as a  
not interpret it as a

#### BEHAVIORAL OBJECTIVES

- A. The student will describe orally the ways a given candidate for a job in the city government (Las Vegas) might have to compromise and adjust his views in order to get the public to vote for him.
- B. The student will describe orally the ways in which he must compromise and adjust to the changes in the (1) climate, (2) clothing, (3) plants, (4) animal life, and (5) work and play in the desert (Las Vegas).
- C. The student will describe and draw pictures showing how the Pilgrims adjusted their living habits in order to survive in their new environment (America).
- D. The student, given a situation where an individual tells the truth and adjusts to a group, will describe the characteristics of the individual and tell why telling the truth was best in the situation.

### SUGGESTED TEACHING PROCEDURE

- A. The teacher will explain such words as "government," "vote," and "voting machine." The teacher will discuss the following: Why do people want a certain job in government? How do they get these jobs? What are the different jobs people want?
- B. This unit of work could be presented in the fall in connection with a unit on Nevada. The teacher will discuss: (1) Why do people wear different clothing when they move to the desert? (2) How do plants adjust to living in the desert? (cacti absorb water during the rainy season to last them during the summer.) (3) What kinds of animals are found in the desert, how do they protect themselves from the heat, and what do they eat? and (4) How do people adjust to their work and in what kinds of recreation do they participate?
- C. This unit of work would best be taught in November about Thanksgiving time. To develop this unit best we have used the "Pilgrims." The teacher would discuss the following: Who were the Pilgrims? Where did they come from? Why did they come to our country? How did they come to America? What kind of food did they have? What kind of clothing? What kind of homes? Who helped them? What was the first Thanksgiving and why do we have a Thanksgiving holiday?
- D. This would be an excellent unit of work to introduce in February. It may be taught along with a discussion of George Washington's life history. The teacher should discuss truthfulness. Tell the story of George Washington and his mother's colt. (1) What happens at home if you are untruthful? (2) Are you rewarded for telling the truth?

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in he

B. The re  
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child  
plan s

C. This t  
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mate  
winte

D. Role  
tree  
Liste

SUGGESTED LEARNING ACTIVITIES	
" and "voting machine." What is a certain job in a community? What are the different jobs people want?	A. This would be a good unit of work particularly during election time. Most schools are used for public voting. Kindergarten children are normally very curious about people voting and why they vote. It would be suggested that at some time the teacher take the children to see the place where people vote. The teacher may proceed from here to develop this objective in her own way.
with a unit on Nevada. What do plants do when they move to a new environment? (cacti absorb water from the air) What kinds of animals live in the desert? What do plants do in the heat, and what do animals do in the heat? What kinds of plants grow in the desert?	B. The teacher could take her class on a walking trip to the nearby desert, to the Convention Center to view the stuffed birds and animals of the desert, or to the Nevada State Museum in Henderson, Nevada. The children might be asked to bring pictures of the animals of the desert or plants of the desert.
at Thanksgiving time. The teacher would discuss the Pilgrims. Where did they come from? Why did they come? What kind of food did they eat? Who helped them? How did they spend the Thanksgiving holiday?	C. This activity may be taught best by role-playing; making paper costumes; hearing the story; and coloring pilgrims, Indians, and turkey pictures (getting the idea of how these people dressed). Students might bring materials for planting corn. Discuss how the pilgrims survived the first winter.
in February. It may be taught as a unit. The teacher should tell the story of George Washington and his mother's colt. The students will be rewarded for telling the story.	D. Role-play stories from the life of George Washington such as the cherry tree, mother's colt, and other stories teaching honesty and truthfulness. Listen to stories. Draw pictures.

SUGGESTED MULTIMEDIA

FILMS

- B. F 5539 "Desert Sheep Ranch"
  - F 0556 "The Desert"
  - F 0612 "Coco on the Desert"
- C. F 1494 "The Pilgrim Adventure"
- D. F 0173 "George Washington"  
F 1205 "George Washington's Greatest Victory"

FILMSTRIPS

- "Animals and Plants of the Desert"

## SUGGESTED MULTIMEDIA

### STRIPS

s and Plants of the

### BOOKS

### OTHER

Pictures

Stories of the first Thanksgiving.

CONCEPTS	SUB-CONCEPTS	
V. Social control	<p>A. There are many types of authority that act as means of social control.</p> <p>B. There is a need for social control at all levels of society.</p>	<p>A. The student will make rules and en</p> <p>B. The student will r city, (4) the state</p>

S	BEHAVIORAL OBJECTIVES
riaty that act as means	A. The student will name the authorities in the home and in the school who help make rules and enforce them.
trol at all levels of	B. The student will name the authority of the (1) family, (2) the school, (3) the city, (4) the state, and (5) the country.

#### SUGGESTED TEACHING TECHNIQUES

- A. This unit of work may be used in conjunction with taking a different aspect of the father, mother, principal, or policeman who help us to enforce the laws or follow the rules.
- B. The teacher may introduce this unit by talking about the "head of the family," father, and proceed as far as she wants to, discussing the heads of various organizations.

#### SUGGESTED LEARNING ACTIVITIES

- rent aspect  
nforce the
- of the family,"  
of various
- A. The student may dramatize, role-play, tell stories, play games, draw pictures, or take a field trip to the principal's office or police station.
  - B. Role-playing or dramatization would be effective here. The student may draw pictures and make booklets. The student could bring pictures and paste them on large construction paper making a scrapbook.

SUGGESTED MULTIN

FILMS

- A. "Policeman Walt Learns His Job" F 0481  
"Policeman Day and Night" F 5498

FILMSTRIPS

## SUGGESTED MULTIMEDIA

STRIPS

BOOKS

OTHER

Stories, games, pictures, and resource people.

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	<p>SOCIOLOGY</p> <p>Kindergarten</p> <p><u>Vehicles</u></p> <p>Comparative Studies</p> <p>Families</p> <p>Homes</p> <p>Friends</p> <p>Laws and Rules</p> <p>Cooperation</p> <p>Sharing</p>	<p>Culture</p> <p>Institution</p> <p>Interaction</p>	<p>A. . . . .</p> <p>B. . . . .</p> <p>C. . . . .</p> <p>D. . . . .</p> <p>A. . . . .</p> <p>B. . . . .</p> <p>C. . . . .</p> <p>D. . . . .</p> <p>A. . . . .</p> <p>B. . . . .</p> <p>C. . . . .</p> <p>D. . . . .</p>

ALIZATION	CONCEPTS	SUB-CONCEPTS
	Culture	<p>A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.</p> <p>B. People in other lands have customs and traditions that have been passed down to them.</p> <p>C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.</p>
cial animal who ups. He may belong of groups, each of be differentiated by	Institution	<p>A. Every institution has special statutes and roles.</p> <p>B. The three primary institutions in American society have different effects on individuals within the society.</p> <p>C. Institutions are creations that developed from needs of human beings.</p> <p>D. Every major institution must have organization and a code of norms and specifications.</p>
	Interaction	<p>A. Individuals enter into relationships with a great number of individuals and groups.</p> <p>B. Within a social system, the interaction of individuals and groups follows a certain form.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social systems.</p>

#### BEHAVIORAL OBJECTIVES

- A. The student can distinguish the families of different regions in the United States with respect to their size, income, and social status by viewing pictures depicting varying ways of life and stating orally whether the area portrayed is in the North or South.
  - B. The student will verbally identify the countries of the United States, Congo, Brazil, Holland, India, and Australia.
  - C. The student will describe why some people in the United States, Holland, India, Brazil, and Australia have come to the United States.
  - D. The student will tell the nationality of his parentage and where his parents or grandparents were born.
- 
- A. The student will identify from pictures the different roles he plays in his family, church, and school.
  - B. The student will construct pictures of how the roles differ between himself and his family members.
  - C. The student will name problems caused if there were no families, schools, and churches in society.
  - D. The student will name the various rules in the primary institution and the need for them.
- 
- A. The student will identify the various individuals, who are part of the school setting, with whom he interacts.
  - B. The student, in his own terms, will describe why there are rules in various social situations.
  - C. The student will name a game in which competition is the main component and a game in which cooperation is the main component.
  - D. The student will draw a picture depicting interaction in a social system.

## BEHAVIORAL OBJECTIVES

ions in the United States with respect to appearance and customs by pointing correctly to pictures  
ther the area portrayed is in the North, South, East, or West.

United States, Congo, Brazil, Holland, and India from pictures depicting customs and traditions of these

ed States, Holland India, Brazil, and Congo want to keep their old customs, while others want to change

and where his parents or grandparents originally settled in the United States.

es he plays in his family, church, and school.

fer between himself and his family in the family setting.

c families, schools, and churches in the world.

institution and the need for them.

are part of the school setting, with whom he interacts.

are rules in various social situations.

the main component and a game in which cooperation is a component.

n a social system.

GENERALIZATION	CONCEPTS	
	Morality and choice	<p>A. Morality dictates a standard of value.</p> <p>B. Man as a reasoning animal has the opportunity to make decisions.</p> <p>C. Morality implies conscience and choice.</p>
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	Culture	<p>A. People are much alike in feelings and reactions.</p> <p>B. People in other lands have customs and ways of life.</p> <p>C. People throughout the world today are at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals often disagree.</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are the key to change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger whole. Adjustment and compromise are necessary.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>

## SUB-CONCEPTS

y dictates a standard of value.

a reasoning animal has the opportunity to make free choices but must accept responsibility for these choices.

y implies conscience and choice implies responsibility.

are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

in other lands have customs and traditions that have been passed down to them.

throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

uals and groups of individuals of diverse background have contributed to our cultural heritage.

romise and adjustment are the keys to successfully facing political, economic, social, and religious challenges and conflict.

ces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

culture is only a small part of a product of its own invention and discovery; it is the result of development and compromise.

should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

#### BEHAVIORAL OBJECTIVES

- A. The student will compare freedom in the United States to Russia by telling what families in each country have.
  - B. The student will distinguish between those freedoms he should possess and those that should be dictated to him, such as when to brush his teeth or not, whether to take things that are not his, which cartoon show to watch, who to play with, etc.
  - C. The student will tell why it is important for his parents as well as himself to follow simple rules of safety.
- 
- A. The student will name the needs and feelings that all men have in common, regardless of the differences in their backgrounds.
  - B. The student will put on a play depicting tradition in another land.
  - C. The student will draw pictures (before/after) of certain traditions that are undergoing change.
  - D. The student will identify the cultural contributions to the United States made by a given group of people.
- 
- A. The student will describe orally why there is a need for getting along among nations and neighbors.
  - B. The student will identify pictures of people who are obeying laws and those who are not.
  - C. The student will name various everyday articles we have today as a result of American cooperation with other countries.
  - D. The student will describe orally why fighting/bickering never solve anything and support his statement.

## BEHAVIORAL OBJECTIVES

Russia by telling what families in each country can and cannot do.

ould possess and those that should be dictated to him - as which shirt/skirt to wear, whether  
of his, which cartoon show to watch, whether to eat an entire meal, or who to pick out as his friends.

well as himself to follow simple rules of safety and tell what might happen if they do not.

have in common, regardless of the differences in the cultures in which each lives.

ther land.

ditions that are undergoing change.

United States made by a given group of people.

getting along among nations and neighbors.

ing laws and those who are not.

today as a result of American cooperation with other countries.

never solve anything and support his statements with examples from his own school life.

GENERALIZATION	CONCEPTS	
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.	Culture  Dignity of man  Input and output	A. People are much alike in feelings.  B. People in other lands have customs.  C. People throughout the world today are at the same time, making changes.  D. Individuals and groups of individuals are expected to respect the dignity of man.  A. All men are expected to respect the dignity of man.  B. Human dignity should imply to everyone.  C. Worth of an individual cannot be measured by his economic value.  A. Many individuals are producers of goods.  B. All individuals are consumers; directly or indirectly.  C. For a stable economy, there must be a balance between production and consumption.

### SUB-CONCEPTS

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

All men are expected to respect the dignity of other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishment or social position.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

#### BEHAVIORAL OBJECTIVES

- A. The student will name two ways his life is similar to any other child his age in the world today.
  - B. The student will identify pictures of festivities and celebrations in other lands by naming the land.
  - C. The student will be able to match pictures of traditional celebrations in various countries with their names.
  - D. The student will identify the origins of any of our national holidays.
- 
- A. The student will draw a picture depicting kindness of one person to another.
  - B. The student will name the importance of two people in his classroom, in his community, and in his state.
  - C. The student will be able to pictorially depict the roles of people in society.
- 
- A. The student will be able to sequence the steps involved in the production of any given commodity.
  - B. The student will draw pictures of five items that he uses or consumes in a given day and tell how each item is produced.
  - C. The student will demonstrate an elementary understanding of the law of supply and demand by showing what happens when a good in demand is no longer being produced.

## BEHAVIORAL OBJECTIVES

y other child his age in the world today.

brations in other lands by naming the lands depicted.

i celebrations in various countries with the correct name of the country depicted.

onal holidays.

ne person to another.

his classroom, in his community, and in the world.

of people in society.

: in the production of any given commodity and tell why it is necessary among the people involved.

es or consumes in a given day and tell how his consumption affects other people.

ing of the law of supply and demand by stating the consequences of any given situation where the commodity

GENERALIZATION	CONCEPTS	
	Sovereignty of the nation-state in the community of nations	<p>A. National sovereignty exists where countries emerge into such prominence as to force other nations to take notice.</p> <p>B. Today, nations are more closely interdependent than ever before for economic purposes.</p> <p>C. Limitations are set by growing technological advances which often ignore the need for national sovereignty to interdependence among nations.</p> <p>D. Today, foreign policy is determined to a large extent by the changing role of sovereignty in the twentieth century.</p>
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.	Industrialization-urbanization syndrome	<p>A. Historically the process of industrialization has been a major factor in the growth of cities.</p> <p>B. The industrial process was both cause and effect. It provided jobs for people who had to leave farms to the cities.</p> <p>C. Industrialization has provided jobs and opportunities for people to improve their position in society.</p> <p>D. With the growth of cities came slums and poverty. This led to a demand for labor and immigration.</p> <p>E. Industrial and commercial growth gave birth to the industrialization-urbanization syndrome. It has brought hope and has posed many serious and difficult problems.</p>
	Comparative advantage	<p>A. A nation, group, or individual must have certain goals, be aware of the advantages and disadvantages of those goals.</p> <p>B. Compromise and adjustment are an important part of life. They are not necessarily the same.</p>

### SUB-CONCEPTS

national sovereignty exists where common bonds of geographic, economic, political, and cultural ties come into such prominence as to form a nation.

Today, nations are more closely interrelated, and they are constantly changing in their development and boundaries.

Nations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing nature of sovereignty in the twentieth century.

Historically the process of industrialization is a product of technical advance.

The industrial process was both cause and effect. It was a product of science and a new commercial age, which also set into motion several great social movements, such as the movement of population from the countryside to the cities.

Industrialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the land wanted to improve their positions were drawn to the center of the industrial complex.

With the growth of cities came slums with their multitude of social problems. Job opportunities brought people from the countryside to the cities in search of labor and immigration. Then came migration with its uprooting of traditional ties.

Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great opportunities and has posed many serious and dangerous problems.

Therefore, group, or individual must have long-range goals for which to strive and in moving towards these goals, be aware of the advantages and disadvantages that develop along the way.

Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces

### BEHAVIORAL OBJECTIVES

- A. The student will identify from pictures elements common to all nations/countries.
  - B. The student will draw pictures depicting how the airplane has brought men closer and how a given part of the world can communicate with one another.
  - C. The student will describe reasons why nations, like men, must cooperate in order to live together and prosper.
  - D. The student will identify from pictures the top leaders of our country and tell why they deal with other countries.
- 
- A. The student will describe the difference between the type of work done at home by his mother and a father.
  - B. The student will name five different jobs he would have or would like to have if he lived on a farm or in a city.
  - C. The student will draw a simple sketch showing how the farmer's family depends on him and how he depends on the family.
  - D. The student will name reasons why people move from one place to another and tell whether moving is good or bad.
  - E. The student will diagram the framework of a monopoly and tell how it works in cities, e.g., use maps.
- 
- A. The student will describe what he wants for his birthday (goal) and tell how he plans to get it (means).
  - B. The student will orally describe at least two situations in which it is important to compromise and tell how to settle a dispute line during a game so that all students involved can enjoy the game.

## BEHAVIORAL OBJECTIVES

to all nations- countries.

• has brought men closer and name a given invention (T.V., a radio) that has made it easier for all people

• must cooperate in order to live together and prosper.

• our country and tell why they deal with other countries

• work done at home by his mother and a pioneer woman.

• or would like to have if he lived on a farm and fit in different jobs he would have or would like to have in

farmer's family depends on him and how he depends on the farm.

• place to another and tell whether moving is always for the better.

• and tell how it works in cities, e.g., use marbles, pencils as examples.

• say (goal) and tell how he plans to get it (means).

• in which it is important to compromise and tell why the compromise is important, e.g., give up place in  
enjoy the game.

GENERALIZATION	CONCEPTS	
	Interaction	<p>A. Individuals enter into relationships with other individuals.</p> <p>B. Within a social system the interaction is continuous.</p> <p>C. Two general types of interaction are communication and exchange.</p> <p>D. The basis of all human interaction is fear or desire.</p>
A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	Loyalty	<p>A. Loyalty is the willing devotion of an individual to an idea, or process.</p> <p>B. Loyalty processes are those means employed by a group to attain its ends.</p> <p>C. The legislative process by which all societies are formed is a process that should commend itself to all.</p> <p>D. Loyalty to ideas such as human dignity, justice, and equality is more important than symbols.</p>
	Government by the consent of the governed	<p>A. Government is the creation of man to secure his happiness.</p> <p>B. Whenever government fails to secure the ends for which it was created, it should be altered to make it a more effective instrument.</p> <p>C. To assure the respect for and the practice of the principles upon which their governments were established.</p> <p>D. In a government governing by consent of the governed, representative legislatures established by the people are the best guarantee of the rights of the people.</p> <p>E. Stability and the greatest guarantee of the rights of the people.</p>

## SUB-CONCEPTS

viduals enter into relationships with a great number of individuals and groups.

In a social system the interaction of individuals and groups follows a certain form.

general types of interaction are competition and cooperation.

Basis of all human interaction is found in social systems.

Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, group, or process.

Allegiance processes are those means employed to achieve as ends the other cultural values of a given society.

The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

Beliefs to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas more important than symbols.

Government is the creation of man to secure the right of the individual to safety, tranquility, freedom, and happiness.

When government fails to secure the rights guaranteed to people through its constitution, the people may alter it to make it a more effective instrument of their will.

To insure the respect for and the practice of the values men choose as important to their lives, it is necessary that their governments be established and operated by the consent of the governed.

For government governing by consent of the governed there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

Equality and the greatest guarantee of rights and values are through government by consent of the governed.

## BEHAVIORAL OBJECTIVES

- A. The student will draw pictures indicating the different roles he has in his family and the classroom and church.
  - B. The student will state five examples of how people around the world communicate with one another.
  - C. The student will identify from a group of pictures those examples which demonstrate sharing.
  - D. The student will describe how the home, school, and church work together in a society.
- 
- A. The student will identify from pictures depicting loyal and disloyal acts those which show loyalty.
  - B. The student will describe why it is necessary that all people be loyal and obey rules in society and government.
  - C. The student will play the role of judicial and/or governmental officials in our society showing their loyalty to them.
  - D. The student will describe the importance of free speech and state the limitations he feels are necessary.
- 
- A. The student will describe what would occur in his country if there were no government to make and enforce laws.
  - B. The student will be able to state orally the difference between our government before and after the Civil War.
  - C. The student will order the different steps involved in the elective process of the United States.
  - D. The student will be able to state orally why the elective process is important in the United States.
  - E. The student will tell the importance of having faith in the classroom president elected by majority.

## BEHAVIORAL OBJECTIVES

roles he has in his family and the classroom as a brother or sister, a student in school, or a member of a group.

and the world communicate with one another.

- examples which demonstrate sharing.

and work together in a society.

and disloyal acts those which show loyalty to his family and government.

people be loyal and obey rules in society and tell what will happen if this is not done.

mental officials in our society showing their functions and telling why he, as an individual, should feel

and state the limitations he feels are necessary.

try if there were no government to make and enforce rules, and to collect taxes.

between our government before and after the Revolutionary War.

the elective process of the United States.

process is important in the United States.

the classroom president elected by majority rule.

## SUGGESTED MULTIMEDIA FOR SOCIOLOGY--

### STANDARD FOCAL REFERENCE GUIDES

American Book Company

See and Say Books and Records (must be purchased in quantities of 10 per title)

Round Trip	Time Out
Think First	Just Ask
So What	Just Something
Welcome	Next Time
New Faces	I Did
Look at Me	The Helper
Keep Up	A Friend
Just Stop It	Can I Keep Him?
It's Mine	

Harper and Row

Discussion Pictures for Beginning Social Sciences (discussion pictures)

Holt, Rinehart and Winston

Words in Action (discussion pictures)

Language Arts

Myself (study prints)

Other People Around Me (study prints)

Motor - Perceptual Learning (study prints)

Verbal Communication (study prints)

### CONCEPT PENETRATION SOURCES

Benefic Press

You and Your Family (Big Book)

You and Others (Big Book)

You and Your Friends (Big Book)

I A  
M A  
M  
I C  
Con  
I L  
Per  
Go  
I G  
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## SUGGESTED MULTIMEDIA FOR SOCIOLOGY--KINDERGARTEN

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Did

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Friend

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Social Sciences

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I Am Here  
My Family and I  
My Friends and I  
I Can Do It  
Community Friends  
I Live in the City  
Pets and Others  
Going and Coming  
I Go to School  
My School Room  
My Days at School  
How People Live in the Big City (from Uni-Kit A)  
How Families Live Together (from Uni-Kit A)

Bowmar

Father is Big  
Do You Know What?  
My Tricycle and I

Holt, Rinehart and Winston  
William, Andy and Ramon

Laidlaw

People at Home

Learning Arts

My Family, My Home (study prints)

Silver Burdett

Families Around the World (picture - charts)

Society for Visual Education

Families at Work and Play (pictures)

### FILMSTRIPS

Churchill Filmstrips  
They Need Me  
Mothers Work Too  
Fathers Work Too

Encyclopaedia Britannica  
The Home Community  
Shelter  
Developing Your Personality  
Guidance Story

McGraw-Hill  
Childrens Word Series  
How We Get Our Homes  
Families Around the World

Society for Visual Education  
Robert and His Fam' y  
True Community Helper Series  
Learning to Live Together

### MAPS AND ATLASES

Rand McNally  
Primary Globe #16-5002-C

### RECORDS

Decca  
The Little House  
Singing Across the Land

Folksway Scholastic Record  
Sounds of My City

R. C. A.  
Around  
What

### 16mm FILMS

Clark Co:  
F 5029  
F 5524  
F 0586  
F 5171  
F 5611  
F 5561  
F 5591  
F 5271  
F 0411  
F 0411  
F 5581  
F 0201

(New Fil:

Aims  
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Guida  
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Bailey  
We Le

Coronet  
Fairn  
The Fu  
Your

R. C. A.

Around the Block, Around the World  
What Do You Want to be When You Grow Up?

16mm FILMS

(Owned by the District)

Clark County Media Operations

- F 5029 Building a House
- F 5524 Let's Build a House
- F 0586 A New House, Where It Comes From
- F 5173 Pipes in the House
- F 5613 What Do Fathers Do
- F 5569 Allen is My Brother
- F 5596 Our Family Works Together
- F 5270 Beginning Responsibility: Doing Things For Ourselves in School
- F 5273 Beginning Responsibility: Rules at School
- F 0411 Beginning Responsibility: Taking Care
- F 0410 Beginning Responsibility: Books and Their Care
- F 5582 Courtesy for Beginners
- F 0209 The Cautious Twins

(New Films Recommended For Purchase)

Aims

- Guidance - Let's Have Respect
- Guidance - What's Right
- Mothers - What They Do
- Houses Ahead

Bailey

We Live in a Trailer

Coronet

- Fairness for Beginners
- The Fun of Making Friends
- Your Family

(New Films Recommended For Purchase, cont'd)

Film Associates

Getting Angry  
Growing Up - Growing Older  
School Problems

McGraw-Hill

Families and Shelter  
Families and Jobs  
Families and Rules  
Families and Learning  
Cities and Shelter

	GENERALIZATION	CONCEPTS	
<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p> <p>SOCIOLOGY Level 1</p> <p>Vehicles</p> <ul style="list-style-type: none"> <li>Comparative Studies</li> <li>Words</li> <li>Schools</li> <li>Holidays</li> <li>Safety</li> <li>Transportation</li> <li>Communication</li> <li>Food</li> <li>Shelter</li> <li>Clothing</li> </ul>	<p>Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.</p>	<p>Sovereignty of the nation-state in the community of nations.</p> <p>Conflict--its origin, expression, and resolution</p> <p>Compromise and adjustment</p>	<p>A. National politics of nation B. Today's changing C. Limitations of man to nation D. Today's standing century</p> <p>A. Conflict of civil B. Society than to existence C. This con terms of and the A. Comprom economy B. Man fac social, C. Each cu discover D. Man sha concept</p>

CONCEPTS	SUB-CONCEPTS
Sovereignty of the nation-state in the community of nations.	<p>A. National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.</p> <p>B. Today, nations are more closely interrelated, and they are constantly changing in their development and purposes.</p> <p>C. Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.</p> <p>D. Today foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.</p>
Conflict--its origin, expression, and resolution	<p>A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations, to be used throughout life.</p>
Compromise and adjustment	<p>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</p> <p>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise.</p> <p>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</p>

#### BEHAVIORAL OBJECTIVES

- A. The student will name the importance of various transportative/communicative devices as they relate to our society.
  - B. The student will tell how nations A,B, and C cooperate in the economic sphere of food distribution.
  - C. The student will identify various forms of technology in our society today and tell how they help him.
  - D. The student will select from a list of 5 pictures of known men, the one who would be most capable of solving a given problem.
- 
- A. The student will define what constitutes a problem.
  - B. The student will orally identify proper wearing attire for any given activity and identify some problems associated with it.
  - C. The student will describe various ways (alternatives) of solving a given problem.
- 
- A. The student, involved in a conflict situation within his classroom, will compromise and adjust his position.
  - B. The student will select from a group of pictures, the successful conflict resolutions.
  - C. The student will describe how adjustment of living habits is necessary with the advent of a given new technology.
  - D. The student will be able to list the advantages of a compromise in a given classroom situation.

## BEHAVIORAL OBJECTIVES

communicative devices as they relate to drawing a nation together.

in the economic sphere of food distribution.

in our society today and tell how they help hinder man.

own men, the one who would be most capable of making national decisions and tell why.

for any given activity and identify some problems that might occur were the appropriate clothing not worn.

of solving a given problem.

is classroom, will compromise and adjust his position so that a resolution can be reached.

successful conflict resolutions.

habits is necessary with the advent of a given new invention.

compromise in a given classroom situation.

GENERALIZATION	CONCEPTS	
Society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	<p>Comparative advantage</p> <p>Causation</p> <p>Empathy</p>	<p>A. A nation, a group, or an individual, be aware of the advantages and disadvantages of their position.</p> <p>B. Compromise and adjustment are done to achieve the same.</p> <p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a causal chain.</p> <p>C. Cause and effect have the characteristic of being understood only if they know enough about several effects that seem inextricably linked.</p> <p>D. The fact that events do not just happen, but have a cause and meaning of all social action.</p> <p>A. Empathy is the concept of demonstrating that one's feelings are identical with or similar to the real feelings of another person.</p> <p>B. Empathy is a basic function in social interaction.</p> <p>C. The ability to exert empathy depends on one's ability to understand a person or a problem.</p>

### SUB-CONCEPTS

a group, or an individual must have long-range goals for which to strive and in moving toward these aware of the advantages and disadvantages that develop along the way.

and adjustment are an important consideration when advantages enjoyed by two opposing forces are

relationship of cause and effect.

attempts to develop a method of thinking as well as an understanding of causes and effects around us.

effect have the character of multiplicity. (This means that operation of cause and effect can be only if they know enough about the factors involved in the causal chain. A single act may bring several effects that seemingly become more isolated as the series of effects expands.)

that events do not just happen but that they are caused appears to be basic to a grasp of the course of all social action.

is the concept of demonstrating ability to understand others through one's self-responses that are with or similar to the responses of others.

is a basic function in society in relation to sharing the attitudes and behavior of others.

to exert empathy depends on the amount of knowledge and experience one has when attempting to a person or a problem.

#### BEHAVIORAL OBJECTIVES

- A. The student will be able to order the various activities listed in preparation for a moon flight and will be
- B. The student, when presented with a picture sequence of a compromise, will state what the advantages of
  
- A. The student will draw the corresponding effect pictures when given a series of causation pictures.
- B. The student will be able to order a given sequence of cause-effect pictures.
- C. The student will describe some of the effects of a given act.
- D. The student will be able to verbally name the events leading up to a given effect.
  
- A. The student will be able to role-play in a situation involving empathy.
- B. The student will identify his feelings about any of his daily activities in school and/or the home.
- C. The student will match emotions of love, hate, fear, anxiety, and sorrow to pictures depicting them and context portrayed.

BEHAVIORAL OBJECTIVES

preparation for a moon flight and will be able to describe the difficulties encountered in this venture. promise, will state what the advantages of the compromise were to each party.

Given a series of causation pictures,

effect pictures.

to a given effect.

empathy.

activities in school and/or the home.

and sorrow to pictures depicting them and speculate as to why they are occurring in the particular

GENERALIZATION	CONCEPTS	
	Institution	<p>A. Every institution has special status.</p> <p>B. The three primary institutions in American society are the family, the church, and the state.</p> <p>C. Institutions are creations that develop over time.</p> <p>D. Every major institution must have a leader.</p>
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	Social control Interaction	<p>A. There are many types of authority.</p> <p>B. There is a need for social control.</p> <p>A. Individuals enter into relationships with other individuals.</p> <p>B. Within a social system, the interaction of individuals creates a social reality.</p> <p>C. Two general types of interaction are exchange and cooperation.</p> <p>D. The basis of all human interaction is mutual adaptation.</p>

## SUB-CONCEPTS

every institution has special statutes and roles.

The three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system, the interaction of individuals and groups follow a certain form.

Two general types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVE:

- A. The student will draw pictures indicating his role at school and at home.
  - B. The student will tell what effect the school has on him, his siblings, and his father and mother.
  - C. The student will match pictures depicting individual members of a family with the institutions at school and home.
  - D. The student will demonstrate that he can obey rules by following all rules in the classroom.
- 
- A. The student will explain the reasons for any given safety precautions, e.g., in playground or on the street.
  - B. The student will describe what would happen if everyone in the class or school did whatever he wanted to do.
- 
- A. The student will draw pictures of all the types of people he encounters in a day.
  - B. The student will describe orally the necessary rules for a discussion session in his classroom.
  - C. The student will function in a cooperative game situation and a competitive game situation.
  - D. The student will draw a picture of where he has the best time with people.

### BEHAVIORAL OBJECTIVES

school and at home.

him, his siblings, and his father and mother.

members of a family with the institution with which each is most associated, e.g., children, school, mother,

by following all rules in the classroom.

safety precautions, e.g., in playground activities, handling matches, and talking to strangers.

everyone in the class or school did what he wanted to, whenever he wanted.

people he encounters in a day.

for a discussion session in his classroom.

situation and a competitive game situation during his physical education period.

best time with people.

GENERALIZATION	CONCEPTS	S
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.	Input and output  Habitat and its significance  Social change	A. Many individuals are producers of either good or service. B. All individuals are consumers; directly or indirectly. C. For a stable economy there must be a balance between production and consumption.  A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes influences agriculture, communication, transportation, etc. D. Land forms influence climate and the provision of food. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts other influences. G. International problems are often caused by geographical differences. H. Rituals, ceremonies, and superstitions of various cultures.  A. Change is a neutral process; it may progress or regress. B. Some societies change at a more rapid rate than others. C. There are many causes for social change such as: 1. Contact between cultures. 2. The interaction of new ideas or materials with old. 3. The development of modern means of communication. 4. Innovation as means of meeting the challenges of a changing world.

### SUB-CONCEPTS

- individuals are producers of either goods or services.
- individuals are consumers; directly or indirectly they influence the production of items.
- stable economy there must be a balance between production and consumption.
- effects and is affected by his natural environment.
- what is the resource base of man's society.
- water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.
- forms influence climate and the provision of food, shelter, and clothing.
- climate influences ways of living.
- what tends to direct man until he accepts or alters it.
- international problems are often caused by geographic conditions.
- customs, ceremonies, and superstitions of various people may be related to their physical environment.
- change is a neutral process; it may progress or decline.
- some societies change at a more rapid rate of progress than others.
- There are many causes for social change such as the following:
  - Contact between cultures.
  - The interaction of new ideas or materials within a culture.
  - The development of modern means of communication and transportation.
  - Innovation as means of meeting the challenge of social, economic, and political problems.

#### BEHAVIORAL OBJECTIVES

- A. The student will identify from a set of ten pictures those that represent goods and those that represent services.
- B. The student will draw pictures of all the things he consumes in a one day period.
- C. The student will depict on paper (draw) the relationship between the farmer and the city dweller in the community.
- A. The student will verbalize how we in Las Vegas live differently from people living in Mt. Charleston.
- B. The student will tell what effects natural resources have on a given society.
- C. The student will identify on the globe the land areas and the water areas.
- D. The student, given the landforms of an area, will tell what type of house would be lived in and what clothing would be worn.
- E. The student, given the landforms of an area, will describe the type of clothing that would be worn in that area.
- F. The student will be able to tell what we have done in Las Vegas to enable us to live in a desert region.
- G. The student will research and then list reasons why location of water could cause a problem between two groups.
- H. The student will enact a characteristic ceremony/ritual for any group of people and tell how it developed.
- A. The student will list various forms of change within a family, school, or business and tell whether the changes were good or bad.
- B. The student will tell why an island society would change less rapidly than a continental society.
- C. The student will list the elements that caused a given society to change.

## BEHAVIORAL OBJECTIVES

- es those that represent goods and those that represent services.
- e consumes in a one day period.
- ionship between the farmer and the city dweller in the area of food production-consumption.
- live differently from people living in Mt. Charleston.
- ces have on a given society.
- areas and the water areas.
- I tell what type of house would be lived in and what type of food would be eaten in the area.
- ll describe the type of clothing that would be worn in any given climate area.
- one in Las Vegas to enable us to live in a desert region.
- why location of water could cause a problem between neighbors or countries.
- /ritual for any group of people and tell how it developed from the physical environment of the area.
- thin a family, school, or business and tell whether these changes represent progress or decline.
- and change less rapidly than a continental society.
- given society to change.

1.50

GENERALIZATION	CONCEPTS	SUMMARY
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.	<p>Conflict--its origin, expression, and resolution</p> <p>Comparative advantage</p>	<p>A. Conflict is characteristic of the growth and development of society. It is important to help young students from the fact of its existence, which will help them to develop healthy attitudes toward conflict and how to cope.</p> <p>C. This concept is developed to assist the student to understand the relationship between himself and others with classmates, between individuals and the society in which he lives.</p> <p>A. A nation, group, or individual must have long-range goals, be aware of the advantages and disadvantages of various courses of action, and be willing to compromise and adjust to changing circumstances.</p> <p>B. Compromise and adjustment are an important component of conflict resolution when the two opposing forces are the same.</p>

### SUB-CONCEPTS

characteristic of the growth and development of individuals and of civilization as a whole.

constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and to develop healthy attitudes toward conflict as an aspect of reality with which they must learn

is developed to assist the student to acquire satisfactory patterns of conflict resolution whether between states, between individuals and the state, or between nations to be used throughout life.

group, or individual must have long-range goals for which to strive and in moving towards these aware of the advantages and disadvantages that develop along the way.

and adjustment are an important consideration when advantages enjoyed by two opposing the same.

#### BEHAVIORAL OBJECTIVES

- A. The student will tell what he would do if faced with the problem of his parents telling him one thing.
  - B. The student will identify the various processes of getting things done in the classroom/school.
  - C. The student, given a situation involving conflict and a list of acceptable and unacceptable resolutions, will choose the best resolution.
- 
- A. The student will be able to list what preparation is necessary for proper development of a class project.
  - B. The student will explain in simple terms the advantages/problems of bartering/trading with something.

## BEHAVIORAL OBJECTIVES

problem of his parents telling him one thing and his friends telling him another.

things done in the classroom/school.

list of acceptable and unacceptable resolutions, will distinguish and select those which are acceptable.

necessary for proper development of a class project.

problems of bartering/trading with something that belongs to him.

SUGGESTED MULTIMEDIA FOR SOCIOLOGY

STANDARD FOCAL REFERENCE GUIDES

CONCEPT PENETRATORS

Benefic Press

You and Your Friends (charts)

David Cook

Teaching Pictures (charts)

Harper and Row

Discussion Pictures for Beginning Social Studies  
(charts)

Holt, Rinehart and Winston

Words and Actions (charts)

Language Arts

Motor Perceptual Learning (charts)

Verbal Communications (charts)

Other People Around Me (charts)

Myself (charts)

Safety Pictures

Children Around the World (charts)

Silver Burdett

"The Earth, Home of People"-- to accompany Families  
and Their Needs (charts)

Christmas Around the World (charts)

Families Around the World (charts)

Living in the United States (charts)

Living in Kenya (charts)

Living in France (charts)

Living in Japan (charts)

Living in Brazil (charts)

Society for Visual Education

School Helpers (charts)

Franklin Watts

A Trip Through the School (charts)

Allyn and Bacon  
Learning About  
Learning About

Benefic Press  
You Visit a Farm  
You Visit a Store  
You Visit a Museum  
You Visit a Doctor  
You Visit a Dentist  
You Visit a Scientist

In Our Class  
In Our School  
About Our School  
Going to School  
My Friends and Me  
My Family and Me  
I Can Do  
I Live in a City  
Community Friends  
Pets and Other Animals

Uni-Kit A - Supply  
How People Eat  
How Foods are Made  
How We get Oil  
How Schools Help  
How We Celebrate  
How Airplanes Fly  
How We Celebrate  
How People Live  
How We Use Money  
How We Get Doctors  
How Doctors Help

SUGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 1

CONCEPT PENETRATION SOURCES

(BOOKS)

Allyn and Bacon  
Learning About Our Neighbors  
Learning About Our Families

Benefic Press  
You Visit a Fire Station  
You Visit a Steamship - Airport  
You Visit a Museum, Library  
You Visit a Newspaper, Television Station  
You Visit a Dairy, Clothing Factory  
You Visit a Sugar Refinery

In Our Class  
In Our School  
About Our School  
Going to School  
My Friends and I  
My Family and I  
I Can Do  
I Live in a City  
Community Friends  
Pets and Other Animals

company Families  
Uni-Kit A - Supplementary Books  
How People Earn and Use Money  
How Foods are Preserved  
How We get Our Cloth  
How Schools Help Us  
How We Celebrate Our Fall Holidays  
How Airplanes Help Us  
How We Celebrate Our Spring Holidays  
How People Live in the Big City  
How We Use Maps and Globes  
How We Get Our Shelter  
How Doctors Help Us

(CONCEPT PENETRATION SOURCES cont'd)

Bowmar

Do You Know What?  
Father Is Big  
My Tricycle and I  
Three Baby Chicks  
Watch Me Indoors

Ency

Follett

Exploring with Friends

Laidlaw

People At Home  
Families and Social Needs  
Communities and Social Needs

McC

Prentice - Hall

People and Their Social Actions (Man in Action Series)

Science Research Associates

Families At Work

Silver Burdett

Families and Their Needs

Soc

FILMSTRIPS AND SLIDES

Churchill

Mothers Work Too  
Fathers Work  
They Need Me  
A City is Many Things  
Airport Service

Education Electronics

Life in a Nutshell - Set 1

Soc

)  
Encyclopaedia Britannica  
Guidance Stories  
The Neighborhood Community  
Safety Tales - Walt Disney

Families Around the World

The City Community (consists of the following:)

Here is the City  
Business in the City  
Living in the City

McGraw - Hill

Our Friends - The American Indians  
Children of Europe Series  
Children of Latin America Series  
Christmas in Many Lands  
Children of Pioneer Times  
Holiday Series, Set I  
How We Get Our Homes - Set II  
Transportation Set  
Cities and Protection  
Cities and Recreation  
Cities and Manufacturing  
Families and Shelters  
Families and Jobs  
Families and Transportation  
Cities and Commerce  
O'er the Ramparts We Watched  
Japanese Village Life  
Cities and Government  
Children of the Fort  
Families and Rules  
Families and Learning

Society for Visual Education  
Robert and His Family, 1967  
Learning to Live Together, 1961  
The True Community Helper's Series

## MAPS AND ATLASES

Rand McNally

Going Places Series (Primary - U.S. Desk Maps)

Which Way?

Student Text

Activity Book

Teacher's edition

How Far?

Student text

Activity book

Teacher's edition

Where?

Student text

Activity book

Teacher's edition

Basic Curriculum Series - Reference materials

(one each for each primary classroom, 1-4)

Transportation and You

Our American Flag

Clothing and You

Communication and You

Communities and You

Food and You

Shelter and You

## RECORDS

Decca

Let's Sing While We Work and Play

Singing Across the Lands

The Little House

Sounds of My City

R.C.A.

Around the Block, Around the World

What Do You Want to be When You Grow Up?

Hardtrack and Railroad Songs

S.R.A.

Rec

16mm. FILM

Basic Ne

Bake

Clot

Dair

Farm

The

The

Rain

Story

Hom

Mea

The

You

Communi

Com

Communit

Polici

Postm

The C

Every

Help

Neig

Wha

Pipe

Conservat

Tad,

Conse

The L

Water

S.R.A.

Records to accompany Our Working World

16mm. FILMS (Now Owned by the District)

Basic Needs

- Bakery Beat
- Clothes We Wear
- Dairy Farm
- Farm Babies and Their Mothers
- The Food Store
- The New House, Where it Comes From
- Rainshower
- Story of the Wholesale Market
- Homes Around the World
- Meat: From Range, Market, Production
- The Wheat Farmer
- Your Daily Bread

Communication

Communication for Beginners

Community

- Policeman: Day and Night
- Postman: Rain or Shine
- The City
- Everyone Helps in a Community
- Helpers Who Come to Our School
- Neighborhoods are Different
- What is a Neighborhood
- Pipes in the House

Conservation

- Tad, the Frog
- Conserving our Forests
- The Lumberman
- Water, Water, Everywhere

16mm FILMS (cont'd)

Transportation

Footpath to Air Lane  
Airplane Trip by Jet  
Airplane in the Jet Age  
Busy Airport  
Billy's Helicopter Ride  
The Big Wide Highway  
The Truck Drivers  
Trucks and Trains  
Boats and Ships  
Seaport  
Tugboats and Harbors  
Eggs to Market  
Skipper Learns a Lesson  
Allen is My Brother  
Our Family Works Together

Aims (New films recommended for purchase)

Food Preservation  
Dairy Farm Today  
Fireboat - Ready for a Run  
House Ahead  
Silk - Cocoon to Clothing  
Transportation by Helicopters  
Guidance - Let's Have Respect!  
Guidance - What's Right?  
Community Helpers  
Cleaners and Laundries  
Night Community Helpers  
Transportation by Bus  
Communications Help the Community  
Trucks and Truck Transportation

Avis

Children of Hawaii

Coronet

Boy of India

Boy o  
Life o  
A Pion  
Indian  
Life i  
Conse  
We Ex

Sid Davi  
Plants  
The Ci

Encyclo  
Yugosl  
The C  
Midla  
If You  
South  
The N  
Clothe  
Shelter  
Product  
Villag  
The U

Film Ass  
I Live  
Food  
Boy of  
Man i

McGraw  
Citi  
Citi  
Citi  
Citi

Sterling  
Villa  
All K  
Pione

Boy of Japan  
Life of a Philippine Family  
A Pioneer Home  
Indian Series  
Life in Hot Wet Lands  
Conservation for Beginners  
We Explore Mountain Life

Sid Davis  
Plants of the Desert  
The Changing Desert

Encyclopaedia Britannica  
Yugoslav Boy: Story of Frame  
The Orange Grower  
Midland Metropolis  
If You Could See the Earth  
South Pacific Island Children  
The Northeast: Port of New York  
Clothing  
Shelter  
Produce: From Farm to Market  
Village in China Today  
The United States Flag Series

Film Associates  
I Live in Hawaii  
Food of Southeast Asia  
Boy of Southeast Asia  
Man Makes a Desert

McGraw - Hill  
Cities and Government  
Cities and Manufacturing  
Cities and Geography  
Cities and Commerce

Sterling  
Village Family - Crete  
All Kinds of People  
Pioneer Village

for purchase)

munity  
n

	GENERALIZATION	CONCEPTS	
<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p> <p><u>SOCIOLOGY</u> Level 2</p> <p><u>Vehicles</u></p> <p>Comparative Studies: Communities Workers Landforms Languages Cooperation Competition Plays Animals People Social Groups</p>	<p>Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.</p>	<p>Industrialization urbanization syndrome</p> <p>Secularization</p> <p>Habitat and its significance</p>	<p>A. The sci great farm B. Indu Hend posit C. With prob grati D. Indus unres synd grec</p> <p>A. Early disas ruled</p> <p>A. Wate the e trans B. Clim C. Habi D. Inter</p>

CONCEPTS	SUB-CONCEPTS
Industrialization-urbanization syndrome	<p>A. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.</p> <p>B. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.</p> <p>C. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.</p> <p>D. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.</p>
Secularization	<p>A. Early tribes attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states believed that their monarchs ruled by divine right.</p>
Habitat and its significance	<p>A. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.</p> <p>B. Climate influences ways of living.</p> <p>C. Habitat tends to direct man until he accepts or alters it.</p> <p>D. International problems are often caused by geographic conditions.</p>

#### BEHAVIORAL OBJECTIVES

- A. The student will be able to explain why fewer people now engage in farming than in the past.
  - B. The student will name major economic activities associated with any given city, e.g., Las Vegas, New York.
  - C. The student will be able to list ways our country can help slum children and what the class could do.
  - D. The student will be able to draw the elements that are involved in an industrial complex, e.g., steel mill.
- 
- A. The student will be able to exhibit, through drawings, the religious aspects of the North American Indians.
  - B. The student will be able to identify, on a globe, land areas and water areas.
  - C. The student will be able to tell how people living in Nevada and Alaska are affected differently by their environment.
  - D. The student will be able to describe orally the problem of fishing in international waters.

## BEHAVIORAL OBJECTIVES

now engage in farming than in the past.

lated with any given city, e.g., Las Vegas, Nevada; Washington, D.C.; Chicago, Illinois; New York,

elp slum children and what the class could do as their share to help.

involved in an industrial complex, e.g., transportation, people, raw materials.

e religious aspects of the North American Indian culture.

areas and water areas.

site affects people in a given area.

Nevada and Alaska are affected differently by the climate.

on of fishing in international waters.

GENERALIZATION	CONCEPTS	SUB
Society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	<p>Loyalty</p> <p>Input and output</p> <p>Institution</p>	<p>A. Loyalty is the willing devotion of an individual to an institution, idea, or process.</p> <p>B. Loyalty processes are those means employed to maintain the loyalty of individuals.</p> <p>C. The legislative process by which all sections of society are represented is a process that should command the loyalty of all citizens.</p> <p>D. Loyalty to ideas such as human dignity, equality, and democracy is more important than symbols.</p> <p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy, there must be a balance between production and consumption.</p> <p>A. Every institution has status and special roles.</p> <p>B. The three primary institutions in American society are government, business, and family.</p> <p>C. Institutions are creations that developed from natural needs of society.</p> <p>D. Every major institution must have organization and administration.</p>

### SUB-CONCEPTS

the willing devotion of an individual to a cause greater than himself as represented by an idea, or process.

esses are those means employed to achieve as ends the other cultural values of a given society.

ative process by which all sections of the country are represented and the choosing of one's yes are processes that should command loyalty.

ideas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas ant than symbols.

iduals are producers of either goods or services.

als are consumers; directly or indirectly they influence the production of items.

economy, there must be a balance between production and consumption.

ution has status and special roles.

primary institutions in American society have different effects on individuals within the society.

are creations that developed from needs of human beings.

institution must have organization and a code of norms and specifications.

## BEHAVIORAL OBJECTIVES

- A. The student will compare and contrast loyalty in friendship to that of loyalty to the nation.
  - B. The student will describe orally the relationship between a strong country and the loyalty to that country.
  - C. The student will demonstrate his understanding of the democratic legislative process by organizing a class meeting.
  - D. The student will draw pictures depicting his freedoms as an American.
- 
- A. The student will choose from a set of pictures those which are goods and those which are services.
  - B. The student will draw pictures of goods and services consumed by his family each day.
  - C. The student, in a production-consumer situation, will play the role of the producer and/or consumer, e.g., storekeeper.
- 
- A. The student will list the functions of family, school, and community.
  - B. The student will portray his role in each of the institutions of family, school, and community through drawings.
  - C. The student will classify under the headings of family, school, and community those functions for which he is responsible.
  - D. The student will construct three charts noting organizational structures of family, school, and community. He will identify the three structures.

## BEHAVIORAL OBJECTIVES

ship to that of loyalty to the nation.

en a strong country and the loyalty to that country.

democratic legislative process by organizing a classroom election.

as an American.

which are goods and those which are services.

consumed by his family each day.

play the role of the producer and/or consumer and tell how each fits into the system of economy,

and community.

tions of family, school, and community through role-playing.

y, school, and community those functions for which each institution has prime responsibility.

zational structures of family, school, and community and describe the similarities and differences among the

GENERALIZATION	CONCEPTS	
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	Social control	<p>A. There are many types of authority that control man.</p> <p>B. There is a need for social control at all times.</p>
	Freedom and equality	<p>A. Freedom refers to the relative absence of control.</p> <p>B. In the Western world, equality has come to mean equal opportunity.</p> <p>C. Taken to extremes, freedom may mean license.</p> <p>D. This concept of equality is an American ideal. It is based on absolutes. It is committed to a belief in the freedom of the individual with the welfare of society.</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger whole. Survival depends upon compromise and adjustment.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>

## SUB-CONCEPTS

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

Taken to extremes, freedom may mean chaos and equality may become tyranny of the majority.

This concept of equality is an American tradition. It is a pragmatic tradition and is committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

#### BEHAVIORAL OBJECTIVES

- A. The student will define orally the following terms: laws, rules, praise, and ridicule.
- B. The student will explain the need for rules in his classroom and tell why these same rules might not be needed in other situations.
- A. The student will describe the freedoms he has in the classroom and identify what restrains his behavior.
- B. The student will state a way in which a given condition of "equality of opportunity" can be interpreted.
- C. The student will role-play a playground situation without rules.
- D. The student will identify certain laws that all men must obey.
- A. The student will state compromise adjustments for a given dispute.
- B. The student will name the adjustments a person would need to make if he were taken 100 years back in time.
- C. The student will list ways the North American Indian contributed to the culture of the colonies.
- D. The student will choose from a set of pictures the matching compromise for a given situation.

## BEHAVIORAL OBJECTIVES

aws, rules, praise, and ridicule.

classroom and tell why these same rules might not be applicable in another class.

the classroom and identify what restrains his behavior.

dition of "equality of opportunity" can be interpreted as allowing/or not allowing for equality.

without rules.

must obey.

given dispute.

uld need to make if he were taken 100 years back in time.

ian contributed to the culture of the colonies.

natching compromise for a given situation.

GENERALIZATION	CONCEPTS	
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.	Morality and choice  Dignity of man	<p>A. Morality dictates a standard of value.</p> <p>B. Man as a reasoning animal has the opportunity to make decisions.</p> <p>C. Morality implies conscience and choice implying responsibility.</p> <p>A. All men are expected to respect the dignity of every other man.</p> <p>B. Human dignity should imply to every citizen the right to life, liberty and the pursuit of happiness.</p> <p>C. Worth of an individual cannot be judged by his social status or economic condition.</p>

### SUB-CONCEPTS

morality dictates a standard of value.

man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.

Morality implies conscience and choice implies responsibility.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

The worth of an individual cannot be judged by accomplishments or social position.

## BEHAVIORAL OBJECTIVES

- A. The student will identify those actions acceptable by our society in the realm of law and order.
  - B. The student will identify from a list those statements that are to be obeyed without question in the home.
  - C. The student will give reasons why some students have more privileges than others in his school.
- 
- A. The student will list the people in the community who help him daily.
  - B. The student will list the attributes necessary for a peer or an adult to be considered a friend and a good neighbor.
  - C. The student will put in sequence, (from important to least important), a list of qualities which are important in determining one's social and social position at the bottom.

## BEHAVIORAL OBJECTIVES

by our society in the realm of law and order.

ts that are to be obeyed without question in the schools and those that are open to question.

ve more privileges than others in his school.

who help him daily.

peer or an adult to be considered a friend and tell whether the association breeds cooperation or competition.

to least important, a list of qualities which are important in judging human dignity, leaving accomplishments

GENERALIZATION	CONCEPTS	SUMMARY
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.	<p>Power</p> <p>Social control</p> <p>Interaction</p>	<p>A. Power has many connotations to many different people.</p> <p>B. Power relationships abound throughout society.</p> <p>C. Power can either be a goal or the means to goals.</p> <p>A. There are many types of authority that act as controls.</p> <p>B. There is a need for social control at all levels of society.</p> <p>A. Individuals enter into relationships with a greater number of other individuals.</p> <p>B. Within a social system the interaction of individuals is a basic force.</p> <p>C. Two general types of interaction are competition and cooperation.</p>

### SUB-CONCEPTS

Power has many connotations to many different people.

Power relationships abound throughout society and societies.

Power can either be a goal or the means to goal attainment.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

#### BEHAVIORAL OBJECTIVES

- A. The student will distinguish between the different roles associated with leader and follower for
  - B. The student will put in order from the highest to the lowest the power structure of his family and
  - C. The student will list reasons why a student would want to be president of his classroom.
- 
- A. The student will construct a chart showing the power structure of the school/community.
  - B. The student will state the amount of power a given person should have within a specific power s
- 
- A. The student will identify common goals evident in various social groups from the standpoint of n
  - B. The student will diagram the form of interaction needed in a given game situation.
  - C. The student will choose from a list of situations those situations representing competition and the

### BEHAVIORAL OBJECTIVES

different roles associated with leader and follower for a given power structure.

highest to the lowest the power structure of his family and school.

ant would want to be president of his classroom.

ng the power structure of the school/community.

er a given person should have within a specific power structure.

evident in various social groups from the standpoint of needs.

eration needed in a given game situation.

iations those situations representing competition and those situations representing cooperation.

## SUGGESTED MULTIMEDIA FOR SOCIOLOGY -- LEVEL I

### STANDARD FOCAL REFERENCE GUIDES

Laidlaw  
Families and Social Needs

Prentice - Hall  
People and Their Social Actions  
(Man in Action Series)

Silver Burdett  
Communities and Their Needs

SRA  
Neighbors At Work

### CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 20 students.

Allyn and Bacon  
Learning About Our Neighbors

Benefic Press  
You Visit a Fire Station  
You Visit a Steamship - Airport  
You Visit a Newspaper, Television Station  
You Visit a Museum, Library  
You Visit a Dairy, Clothing Factory  
You Visit a Sugar Refinery, Fruit  
How We Use Maps and Globes  
How Families Live Together  
How People Live in the Big City  
You and the Neighborhood

Franklin  
Where in the World do You Live?

Heath  
Comm

Scott-Fore  
In the

### FILMSTRIPS

Churchill  
They  
Father  
Mother

Education  
Life i

Encyclopa  
Guid  
Safety

Holt, Rine  
Words

Society fo  
Learn  
The U

### TRANSPARE

Society fo  
Postal  
Dairy  
Fire D  
Super  
Schoo

## SUGGESTED MULTIMEDIA FOR SOCIOLOGY --LEVEL 2

### GUIDES

Heath  
Communities at Work

Scott-Foresman  
In the Neighborhood

### FILMSTRIPS

Churchill  
They Need Me  
Fathers Work  
Mothers Work Too

Educational Electronics  
Life in a Nutshell (Series 860)

Encyclopaedia Britannica  
Guidance Stories  
Safety Tales

Holt, Rinehart, and Winston  
Words and Actions

Society for Visual Education  
Learning to Live Together  
The United States Flag

### TRANSPARENCIES (Study Prints)

Society for Visual Education  
Postal Helpers  
Dairy Helpers  
Fire Department Helpers  
Supermarket Helpers  
School Helpers

#### TRANSPARENCIES (cont'd)

Neighborhood Friends and Helpers  
Keeping the City Clean and Beautiful  
Moving Goods for People in the City  
Police Department Helpers

#### MAPS, GLOBES, ATLASES

Benefic Press  
How we Use Maps and Globes

Denoyer - Geppert  
Geocraft 16" Beginners Globe

Rand McNally  
Which Way? How Far? Where?

#### RECORDS

Learning Arts  
Teaching Children Values #702

#### 16mm FILMS

Clark County Media Operations (owned by the District)  
Animal Communities and Groups F 5260  
Animal Homes F 5572  
Animal Tracks and Signs F 0430  
Animals and Their Foods F0224  
Beginning Responsibility--Being on Time F 0409  
Beginning Responsibility--Books and Their Care F 0410  
Beginning Responsibility--Taking Care of Things F 0411  
Beginning Responsibility--Lunchroom Manners F 5271  
CoCo on the Desert F 0612  
The Fire House Dog F 0439

Helpers  
and Beautiful  
in the City

obes

iobe

Where?

#702

tions (owned by the District)  
Groups F 5260

F 0430  
F0224

--Being on Time F 0409  
--Books and Their Care F 0410  
--Taking Care of Things F 0411  
--Lunchroom Manners F 5271

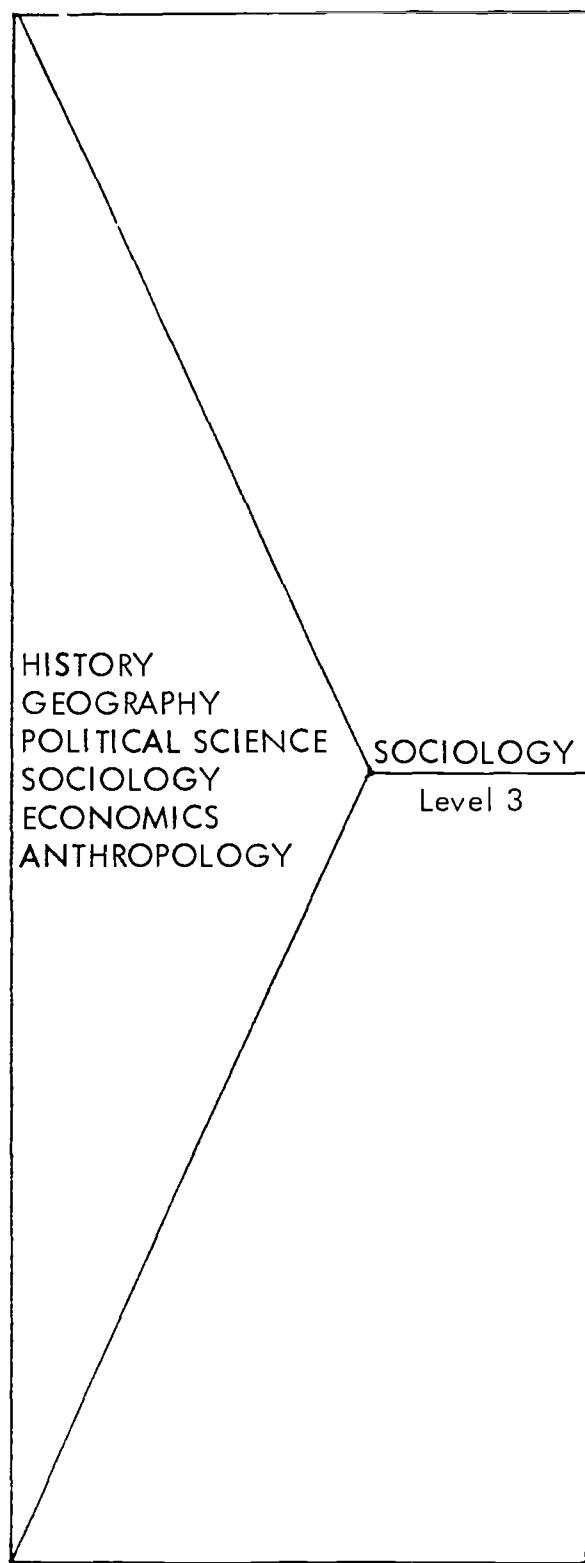
12  
39  
ERIC

The Story of the Wholesale Market F 5607  
The Wheat Farmer F 0785  
Lands and Waters of Our Earth F 5379  
Let's Share with Others F 0455  
Neighbors Are Different F 5010  
Policeman Walt Learns His Job F 5498  
Postman Rain or Shine F 5499  
What is a Neighborhood? F 5147

Aims Company  
Guidance -- Let's Have Respect  
Guidance -- What's Right

Coronet  
Conservation for Beginners

McGraw - Hill  
Families and Jobs  
Families and Rules  
Families and Learning  
Mothers and What They Do  
Fathers and What They Do



PTS	SUB-CONCEPTS
of -state community	<p>A. National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.</p> <p>B. Today, nations are more closely interrelated and they are constantly changing in their development and purposes.</p> <p>C. Limitations are set by growing technology and population. Modern nations can take only limited actions without consideration for the wishes of other nations, and the modern world is witnessing a giving away of sovereignty to interdependence among nations.</p> <p>D. Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.</p>
ization- tion	<p>A. Historically the process of industrialization is a product of technical advance.</p> <p>B. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.</p> <p>C. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.</p> <p>D. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.</p> <p>E. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.</p>
	<p>A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.</p> <p>B. People in other lands have customs and traditions that have been passed down to them.</p> <p>C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of diverse backgrounds have contributed to our cultural heritage.</p>

#### BEHAVIORAL OBJECTIVES

- A. The student will list the sovereignty factors contributing to the birth of the United States.
  - B. The student will discuss the effects of mass media and transportation on the interrelationships of
  - C. The student will diagram the relationship between two countries for any given situation.
  - D. The student will name some famous leaders, both domestic and foreign, who formulate policy.
- 
- A. The student will describe how technology freed farm labor to cities.
  - B. The student will construct a simple horizontal bar graph showing the total number of farmer and
  - C. Given the terms farm, town, city, and metropolis, the student will match them to corresponding Russia, and India.
  - D. The student will identify those things that have happened in the cities as a result of urbanization
  - E. The student will construct a table showing all of the many services provided by cities today.
- 
- A. The student will compare two diverse societies and list the needs/feelings which each shares.
  - B. The student will list traditions associated with other countries, e.g., pinata, Mexico; queen, E
  - C. The student will list and describe the past traditions of the Southwest American Indians which th
  - D. The student will identify the holiday customs of other countries represented in United States hol

## BEHAVIORAL OBJECTIVES

g to the birth of the United States.

transportation on the interrelationships of nations.

countries for any given situation.

estic and foreign, who formulate policy.

abor to cities.

h showing the total number of farmer and urban dwellers in the United States, China, Russia, and India.

e student will match them to corresponding illustrations which will represent the United States, China,

ned in the cities as a result of urbanization.

any services provided by cities today.

the needs/feelings which each shares.

ountries, e.g., pinata, Mexico; queen, England.

the Southwest American Indians which they are striving to keep.

countries represented in United States holidays.

GENERALIZATION	CONCEPTS	
A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	Industrialization-urbanization syndrome  Compromise and adjustment  Interaction	<p>A. Historically the process of industrialization-urbanization syndrome was both cause and effect. It also set into motion several great social changes.</p> <p>B. Industrialization has provided jobs and new opportunities for people who wanted to improve their positions within society.</p> <p>C. With the growth of cities came slums with poor living conditions for labor and immigration. Then came more problems.</p> <p>D. Industrial and commercial growth gave rise to many social problems. The industrialization-urbanization syndrome has posed many serious and dangerous problems.</p> <p>E. Compromise and adjustment are the keys to survival. They are the result of conflict.</p> <p>F. Man faces the need to compromise and adjust his surroundings.</p> <p>G. Each culture is only a small part of a larger whole. Survival depends upon compromise and adjustment.</p> <p>H. Man should recognize compromise and adjustment as a way of life rather than weakness or surrender.</p> <p>I. Individuals enter into relationships with others.</p> <p>J. Within a social system the interaction of individuals creates a complex web of relationships.</p> <p>K. Two general types of interaction are communication and exchange.</p>

## SUB-CONCEPTS

orically the process of industrialization is a product of technical advance.

Industrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities.

Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil wanted to improve their positions were drawn to the center of the industrial complex.

As the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.

Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and created many serious and dangerous problems.

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Man culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

The general types of interaction are competition and cooperation.

#### BEHAVIORAL OBJECTIVES

- A. The student will list reasons for the industrialization process in the United States.
  - B. The student will list advantages and disadvantages for living in an urban or rural area.
  - C. The student will graph the growth of Las Vegas over the last fifty years.
  - D. The student will give a solution for a given urban problem.
  - E. The student will differentiate between a monopoly, trust, cartel, and merger by stating an example.
- 
- A. The student will describe problems faced in the typical American city today because compromise is necessary.
  - B. The student will successfully solve a given problem by suggesting appropriate alternatives.
  - C. The student will arrange a list of important discoveries and inventions in chronological order.
  - D. The student will describe the economic necessity for compromise between the United States and Brazil.
- 
- A. The student will diagram the interactions still necessary between the farm and city today.
  - B. The student will play a given part in a given labor-management dispute and state those ideas which were presented.
  - C. The student will identify various divisions of labor in the baking/distribution of a loaf of bread.

## BEHAVIORAL OBJECTIVES

---

cation process in the United States.

ages for living in an urban or rural area.

over the last fifty years.

urban problem.

opoly, trust, cartel, and merger by stating an example of each found in today's business.

the typical American city today because compromise/adjustment are not the rules of the day.

problem by suggesting appropriate alternatives.

discoveries and inventions in chronological order.

city for compromise between the United States and Brazil due to commodities each has that the other wants.

necessary between the farm and city today.

labor-management dispute and state those ideas which his "role" would demand.

labor in the baking/distribution of a loaf of bread.

GENERALIZATION	CONCEPTS	
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	<p>Morality and choice</p> <p>Compromise and adjustment</p> <p>Loyalty</p>	<p>A. Morality dictates a standard of behavior.</p> <p>B. Man as a reasoning animal has the ability to make decisions.</p> <p>C. Morality implies conscience, and the ability to distinguish right from wrong.</p> <p>A. Compromise and adjustment are responses to change and conflict.</p> <p>B. Man faces the need to compromise with his surroundings.</p> <p>C. Each culture is only a small part of the whole. Survival depends on cooperation and compromise.</p> <p>D. Man should recognize compromise as a sign of weakness or surrender.</p> <p>A. Loyalty is the willing devotion of one person to another, to a cause, to an idea, or to a process.</p> <p>B. Loyalty processes are those means by which people are held together.</p> <p>C. The legislative process by which elected representatives are chosen is a process that should be conducted with loyalty and respect for the law.</p> <p>D. Loyalty to ideas such as human dignity, freedom, and justice is important.</p>

### SUB-CONCEPTS

- A. Morality dictates a standard of value.
- B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.
- C. Morality implies conscience, and choice implies responsibility.
- A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.
- B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.
- C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.
- D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.
- A. Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.
- B. Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.
- C. The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.
- D. Loyalty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are important.

#### BEHAVIORAL OBJECTIVES

- A. The student will identify reasons for the many riots/demonstrations going on today.
- B. The student will name reasons why taxation and the draft are an integral part of American life to
- C. The student will describe reasons why some of our more famous presidents were considered famou
  
- A. The student will describe how he can more effectively get more allowance (economic) even thou
- B. The student will cite examples of famous men who were compromising and those who were uncom
- C. The student will describe problems early American Colonists had with their English counterparts.
- D. The student will identify those elements important for compromise and those that are not importan
  
- A. The student will name some famous Americans who gave their life for their country.
- B. The student will name three acts as loyal to the United States and three unpatriotic ones.
- C. The student will construct a scrapbook including a calendar of our most important holidays with
- D. The student will identify important elements to any written constitution such as those in the Unit

## BEHAVIORAL OBJECTIVES

onstrations going on today.

are an integral part of American life today.

famous presidents were considered famous.

get more allowance (economic) even though he has little say-so in his household (political).

compromising and those who were uncompromising.

nists had with their English counterparts.

promise and those that are not important.

their life for their country.

States and three unpatriotic ones.

endar of our most important holidays with a brief statement or two on origination and meaning of each holiday.

ten constitution such as those in the United States Constitution.

GENERALIZATION	CONCEPTS	
	Sovereignty of the nation/state in the community of nations	<p>A. National sovereignty exists where come into such prominence as to form a nation.</p> <p>B. Today, nations are more closely interrelated for purposes.</p> <p>C. Limitations are set by growing technology without considerations for the wishes of the people; the shift from sovereignty to interdependence among nations.</p> <p>D. Today, foreign policy is determined by the changing role of sovereignty in the twentieth century.</p>
The interdependence of groups in a complex contemporary society serves as a bond which holds that society together.	Input and output	<p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy, there must be a balance between production and consumption.</p>
	Dignity of man	<p>A. All men are expected to respect the dignity of others.</p> <p>B. Human dignity should imply to every citizen the right to life, liberty, and the pursuit of happiness.</p>

### SUB-CONCEPTS

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today, nations are more closely interrelated, and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

BEHAVIORAL OBJ

- A. The student will name the four factors necessary before a nation can be called a nation.
  - B. The student will construct a diagram showing the interrelationships of nations for a given situation.
  - C. The student will tell why all flags of the world were placed in Apollo 11 to the moon.
  - D. The student will demonstrate through the role of a foreign diplomat the relationship between a producer and consumer.
- 
- A. The student will label a list of items as either goods or services.
  - B. The student will trace on a chart the production of an article.
  - C. The student will describe the direct relationship between the producer and consumer.
- 
- A. The student will demonstrate his ability to deal effectively in conversing with someone from another culture.
  - B. The student will name the common courtesies that should be followed in greeting a member of another culture.

## BEHAVIORAL OBJECTIVES

before a nation can be called a nation.

interrelationships of nations for a given political situation.

were placed in Apollo 11 to the moon.

as a foreign diplomat the relationships between his responsibility to his country and to other countries in a diplomatic

ods or services.

of an article.

between the producer and consumer, from the standpoint of how each depends on the other.

effectively in conversing with someone different from him in a role-playing situation.

that should be followed in greeting a new person in the community/school.

GENERALIZATION	CONCEPTS	
<p>Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.</p>	<p>Institution</p> <p>Power</p> <p>Social change</p>	<p>A. Every institution has special statute.</p> <p>B. The three primary institutions in American society.</p> <p>C. Institutions are creations that develop over time.</p> <p>D. Every major institution must have one or more functions.</p> <p>A. Power has many connotations to man.</p> <p>B. Power relationships abound throughout society.</p> <p>C. Power can either be a goal or the means to a goal.</p> <p>A. Change is a neutral process; it may be for better or worse.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or old.</li> <li>3. The development of modern media.</li> <li>4. Innovation as means of meeting challenges.</li> </ol>

### SUB-CONCEPTS

- A. Every institution has special statutes and roles.
- B. The three primary institutions in American society have different effects on individuals within the society .
- C. Institutions are creations that developed from needs of human beings .
- D. Every major institution must have organization and a code of norms and specification .
  
- A. Power has many connotations to many different people .
- B. Power relationships abound throughout society and societies .
- C. Power can either be a goal or the means to goal attainment .
  
- A. Change is a neutral process; it may progress or decline .
- B. Some societies change at a more rapid rate of progress than others .
- C. There are many causes for social change such as the following:
  - 1. Contact between cultures .
  - 2. The interaction of new ideas or materials within a culture .
  - 3. The development of modern means of communication and transportation .
  - 4. Innovation as means of meeting the challenge of social, economic, and political problems .

## BEHAVIORAL OBJECTIVES

- A. The student will chart the elements of the primary social institutions.
  - B. The student will describe what effects the rules at home have on his role in that institution.
  - C. The student will describe why the move from farm to city necessitated a demand for more government.
  - D. The student can identify the various components which go into the makeup of a club.
- 
- A. The student will tell how the principal's power differs from that of the President of the United States.
  - B. The student will name some powerful people in the city, state, and nation and tell why they are important.
  - C. The student will describe what he would gain if he assumed a power role in his classroom.
- 
- A. The student will write a short essay explaining whether the following inventions are beneficial or harmful: telephone, and electricity.
  - B. The student will list reasons for great technological advances in the United States.
  - C. The student will tell how the invention of the airplane, telephone, and printing press has greatly changed our world now.

## BEHAVIORAL OBJECTIVES

l institutions.

e have on his role in that institution.

ty necessitated a demand for more government and education.

go into the makeup of a club.

from that of the President of the United States.

, state, and nation and tell why they are powerful.

omed a power role in his classroom.

the following inventions are beneficial or harmful: automobile, television, machine gun, airplane, tele-

vances in the United States.

, telephone, and printing press has greatly changed the life of society in the past and how it has affected it

## SUGGESTED MULTIMEDIA FOR S

### STANDARD FOCAL REFERENCE GUIDES

Ginn  
Your Towns and Cities

Laidlaw  
Communities and Social Needs

Macmillan  
Living in Places Near and Far

Prentice - Hall  
People and Their Actions in Social Roles

Science Research Associates  
Our Working World

Silver Burdett  
People Use the Earth

### CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 20 students.

Allyn and Bacon  
Learning About Our Country

Benefic Press  
How Communication Helps Us  
How We Get Our Dairy Foods  
How We Get Our Clothing  
How Schools Help Us  
How People Earn and Use Money  
How Foods Are Preserved  
How We Celebrate Our Fall Holidays  
How We Celebrate Our Spring Holidays  
How Hospitals Help Us

## SUGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 3

How People Live in the Big City  
How We Get Our Shelter  
How Doctors Help Us

Field Educational Publications  
The Magic Door  
Stranger at Cherry Hill  
China Boy

Ginn  
Trail Blazers of American History

Holt, Rinehart, and Winston  
American Biographies

Houghton Mifflin  
Citizens All  
Proudly We Hail

Laidlaw  
Great Names in American History

Macmillan  
They Made America Great

### FILMSTRIPS

Churchill  
Airport Service  
A City is Many Things  
Fathers Work  
Mothers Work Too

Encyclopaedia Britannica  
Our Public Utilities

FILMSTRIPS (cont'd)

Developing Your Personality  
Community Services  
Children of Many Lands  
Government in Action

McGraw - Hill  
Holiday Series, Set I and II  
Community Transportation Set

RMI Films  
George Washington Carver  
Charles A. Lindberg

Society for Visual Education  
John Fitzgerald Kennedy  
Leading American Negroes  
Learning to Live Together

TRANSPARENCIES AND CHARTS (Picture Kits)

Silver Burdett  
Families Around the World  
Living in the United States  
Living in Kenya  
Living in France  
Living in Japan  
Living in Brazil  
Columbus Day  
Thanksgiving Day  
Christmas Around the World  
United Nations Day --Brotherhood Week  
Lincoln's Birthday  
Washington's Birthday  
Flag Day--Independence Day

Denoyer-Geppert  
Europe (18 pictures) Set WGP2

MAPS, GLOBES, ATLASES

Allyn and Bacon  
Understanding Maps

Benefic Press  
How we Use Maps and Globes

Denoyer-Geppert  
Geocraft 16" Beginners Globe  
Project Problem 16" Slated Outline Globe  
Beginners World Map with Geographical Terms

My Weekly Reader  
Map Studies for Third Grade

Rand McNally  
Which Way? How Far? Where?  
Sullivan Program Geography I, II, III

RECORDS

(Picture Kits)

Bowmar  
Folk Songs of the Americas We85  
Folk Songs of Our Pacific Neighbors  
Patriotic Songs We91

RCA  
Our Country 'Tis of Thee  
Stories of the Civil War

TAPES AND FILM LOOPS (Super 8)

Eye Gate House  
The Desert  
Around the Sun  
Determining Position by Latitude and Longitude

16mm FILMS      (Owned by the District)

Clark County Media Operations

Cities

The City  
Claudius, Boy of Ancient Rome  
Neighborhoods are Different  
Money in the Bank and Out

Community Services

City Fire Fighters  
Fireman on Guard  
The Mailman  
Policeman Walt Learns His Job  
Policeman, Day and Night  
Story of the Wholesale Market  
Airport in the Jet Age  
The Busy Airport  
Bakery Beat  
The Truck Driver  
Trucks and Trains  
Tugboats and Harbors  
Your Friend the Doctor  
Our Postoffice  
Community Helpers- The Sanitation Department  
The Busy Harbor

Family Life and General Interest

Our Family Works Together  
Courtesy for Beginners  
What do Fathers Do?  
What Does Our Flag Mean?  
What is a Map?  
What is a Neighborhood?  
Where Does our Food Come From?  
Where Does our Meat Come From?

Famous People

Abraham Lincoln

Boyhood of Abraham Lincoln  
Andrew Jackson  
Boyhood of Thomas Edison  
Christopher Columbus  
Daniel Boone  
Johnny Appleseed (Legend of)

Inventions

Using Maps--Measuring Distance  
A Space Flight Around the Earth  
Communication for Beginners  
The Cuckoo Clock That Wouldn't Cuckoo  
How Machines and Tools Help Us  
Machines that Move Earth  
Pipes in the House  
An Airplane Trip by Jet

Rural- Urban

Farm Animals  
The Dairy Farm  
Dairy Farm to Door  
Farmer Don and the City  
Farmyard Babies  
Autumn on the Farm  
One Day on the Farm  
George's New Suit--Where Clothing Comes From  
The Tree  
Poultry Farm to Market  
River Valley  
Truck Farm to Train  
Food Store  
Sheep and Shepherds

Society

Beginning Responsibility--Doing Things for Ourselves  
Beginning Responsibility--Doing Things for Other People  
Beginning Responsibility--Rules at School  
Beginning Responsibility--Taking Care of Things  
Beginning Responsibility--Using Money Wisely

16mm FILMS (cont'd)

Aims

Fireboat Ready for a Run  
Transportation by Helicopters  
Guidance . . . Let's Have Respect  
Guidance . . . What's Right?

Avis

Children of Hawaii

Coronet

We Explore Mountain Life

Encyclopaedia Britannica

Yugoslav Boy: Story of Frane  
The Orange Grower  
Midland Metropolis  
If You Could See the Earth  
South Pacific Island Children

McGraw-Hill

Cities and Protection  
Cities and Recreation  
Cities and Transportation  
Cities and Commerce  
O'er the Ramparts we Watched  
Japanese Village Life  
Cities and Government  
Children of the Fort

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.	Conflict--its origin, expression, and resolution  Social change	A. Co... B. Soc... C. Thi...
<u>ANTHROPOLOGY</u>  Kindergarten  <u>Vehicles</u>  Family Home Neighborhood School Farm Safety and Health		Empathy	A. Ch... B. So... C. The... 1. 2. 3. 4.  A. Emo... B. Emp... C. The...

ON	CONCEPTS	SUB-CONCEPTS
eway, not of cus- pes how and per- to his	Conflict--its origin, expres- sion, and resolu- tion	<p>A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.</p>
	Social change	<p>A. Change is a neutral process; it may progress or decline.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change such as the following:</p> <ol style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or materials within a culture.</li> <li>3. The development of modern means of communication and transportation.</li> <li>4. Innovation as means of meeting the challenge of social, economic, and political problems.</li> </ol>
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.</p>

#### BEHAVIORAL OBJECTIVES

- A. The student will describe orally how he would play with children from different cultures in different situations.
  - B. The student will demonstrate by his behavior how he will behave when he attends his classes in different situations.
  - C. The student, in a situation where he is in conflict with a classmate, will demonstrate by his behavior how he would handle the terms.
- 
- A. The student will identify changes man made in the construction of the wheel (start from its invention) and explain why there was a decline.
  - B. The student will state which of two given societies progressed the fastest.
  - C. The student, given eight pictures representing a variety of modes of transportation used in the past and modern methods and orally explain how these have made a change in our life compared to our present day.
- 
- A. The student will view pictures of faces showing happiness, sadness, and others and describe the feelings shown.
  - B. The student, after viewing pictures showing families in varying situations, will describe how he would act in similar situations.
  - C. The student will act out how another child his age would feel if he lost his pet.

## BEHAVIORAL OBJECTIVES

children from different cultures in different places including the school.

behave when he attends his classes in school, in religious school, at a birthday party, and at a movie.

classmate, will demonstrate by his behavior that he is able to resolve the problem and remain on friendly

struction of the wheel (start from its invention) and state whether the change process represents progress or

ressed the fastest.

of modes of transportation used in the past one hundred years to the present, will correctly identify the  
e a change in our life compared to our grandparents.

es, sadness, and others and describe the emotions he sees.

varying situations, will describe how he feels and how each member of the family feels in that situation.

d feel if he lost his pet.

GENERALIZATION	CONCEPTS	
Every cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect generally lead to changes in other segments of the system.	<p>Compromise and adjustment</p> <p>Social control</p> <p>Social change</p>	<p>A. Compromise and adjustment are the keys to success and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a product of compromise and adjustment and compromise. Survival depends on the ability to adjust and compromise.</p> <p>A. There are many types of authority that act as models.</p> <p>B. There is a need for social control at all levels of society.</p> <p>A. Change is a neutral process; it may progress or regress.</p> <p>B. Some societies change at a more rapid rate of others.</p> <p>C. There are many causes for social change such as:</p> <ol style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or materials with old.</li> <li>3. The development of modern means of communication.</li> <li>4. Innovation as means of meeting the challenges of the environment.</li> </ol>

### SUB-CONCEPTS

romise and adjustment are the keys to successfully facing political, economic, social, and religious change conflict.

faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

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is a need for social control at all levels of society.

ge is a neutral process; it may progress or decline.

societies change at a more rapid rate of progress than others.

are many causes for social change such as the following:

contact between cultures.

the interaction of new ideas or materials within a culture.

the development of modern means of communication and transportation.

innovation as means of meeting the challenge of social, economic, and political problems.

#### BEHAVIORAL OBJECTIVES

- A. The student will demonstrate by his behavior on the playground in a game situation that he is able suggesting a compromising solution.
  - B. The student will pick out from a group of pictures portraying clothing those suited for the climate.
  - C. The student will put in chronological order a set of pictures portraying various types of communication devices and state what adjustments each device meant to man.
- 
- A. The student will orally name the people who keep law and order at home, in the school, and in the community.
  - B. The student will explain what would happen to the community if there were no policemen to enforce laws.
- 
- A. The student will describe the student grouping changes he notices in the classroom and on the playground.
  - B. The student will demonstrate his understanding that a person's routine often changes by describing how his own routine has changed.
  - C. The student will state the ways society changed as a result of the airplane.

## BEHAVIORAL OBJECTIVES

ound in a game situation that he is able to resolve conflict with another student over whose turn it is, by  
ng clothing those suited for the climate in Las Vegas and explain why he made his choice.

s portraying various types of communication devices (past 100 years to present) and will explain orally

order at home, in the school, and in the community.

city if there were no policemen to enforce law and order.

notices in the classroom and on the playground and will tell why he thinks such changes occur.

on's routine often changes by describing how his daily routine is altered if his mother gets sick.

of the airplane.

GENERALIZATION	CONCEPTS	SUB-
The customs and beliefs of people are often made more understandable by studying them in terms of the social interrelations among types of individuals, group status, and roles in social action.	<p>Social change</p> <p>Interaction</p> <p>Empathy</p>	<p>A. Change is a neutral process; it may progress or degenerate.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change such as:</p> <ol style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or materials with old.</li> <li>3. The development of modern means of communication.</li> <li>4. Innovation as means of meeting the challenges of the environment.</li> </ol> <p>A. Individuals enter into relationships with a great number of other individuals.</p> <p>B. Within a social system the interaction of individuals creates a social situation.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social empathy.</p> <p>A. Empathy is the concept of demonstrating the ability to feel identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to the individual.</p> <p>C. The ability to exert empathy depends on the amount of knowledge one has about another person or a problem.</p>

### SUB-CONCEPTS

- . Change is a neutral process; it may progress or decline.
- . Some societies change at a more rapid rate of progress than others.
- . There are many causes for social change such as the following:
  1. Contact between cultures.
  2. The interaction of new ideas or materials within a culture.
  3. The development of modern means of communication and transportation.
  4. Innovation as means of meeting the challenge of social, economic, and political problems.
- . Individuals enter into relationships with a great number of individuals and groups.
- . Within a social system the interaction of individuals and groups follow a certain form.
- . Two general types of interaction are competition and cooperation.
- . The basis of all human interaction is found in social systems.
- . Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.
- . Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.
- . The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

## BEHAVIORAL OBJECTIVES

- A. The student will identify changes man made in the construction of the wheel (start from its invention and decline).
- B. The student will state which of two given societies progressed the fastest.
- C. The student, given eight pictures representing a variety of modes of transportation used in the past and present, will orally explain how modern methods and orally explain how these have made a change in our life compared to our grandparents.
  
- A. The student will demonstrate by his behavior that he is able to make a new student feel welcome.
- B. The student will demonstrate by his behavior in free class time and recess that he is able to get along with other students.
- C. The student will demonstrate by his behavior in a game situation in physical education or recess that he is able to work effectively in teamwork.
- D. The student will describe orally some activities that involve his family group.
  
- A. The student will view pictures of faces showing happiness, sadness, and others and describe the emotions shown.
- B. The student, after viewing pictures showing families in varying situations, will describe how he feels about the situations.
- C. The student will act out how another child his age would feel if he lost his pet.

## BEHAVIORAL OBJECTIVES

of the wheel (start from its invention) and state whether the change process represents progress or regression. He will be able to name three modes of transportation used in the past one hundred years to the present, will correctly identify the changes in our life compared to our grandparents.

make a new student feel welcome.

and recess that he is able to get along with classmates and follow school rules.

on in physical education or recess that he has the spirit to win, yet follows the rules and practices safety.

ness, and others and describe the emotions he sees.

o situations, will describe how he feels and how each member of the family feels in that situation. For example, if he lost his pet.

## SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

### STANDARD FOCAL REFERENCE GUIDES

American Book Company

See and Say Books and Records (must be purchased in quantities of 10 per title)

Round Trip	Time Out
Think First	Just Ask
So What	Just Something
Welcome	Next Time
New Faces	I Did
Look At Me	The Helper
Keep Up	A Friend
Just Stop It	Can I Keep Him?
It's Mine	

Harper & Row

Discussion Pictures for Beginning Social Science

Holt, Rinehart & Winston

Words In Action

Language Arts

Myself

Other People Around Me

Motor - Perceptual Learning

Verbal Communication

### CONCEPT PENETRATION SOURCES

Benefic Press

You and Your Family

You and Others

You and Your Friends

I Am Here

My Family and I

I Can Do It

Community Friends

I Live In The City

Ani  
Goi  
Goi  
In C  
In C  
Hov  
Hov  
  
Bowmar  
Fath  
Do Y  
My

Holt, Rin  
Will

Laidlaw  
Peop

Learning  
My F

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Neig

Franklin V  
A Tri  
City

FILMSTRIP3

Churchill

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--KINDERGARTEN

chased in

Animals We Know  
Going and Coming  
Going To School  
In Our Class  
In Our School  
How People Live in the Big City  
How Families Live

Bowmar  
Father Is Big  
Do You Know What?  
My Tricycle and I

Holt, Rinehart & Winston  
William, Andy and Ramon

Laidlaw  
People At Home

Learning Arts  
My Family My Home

Silver Burdett  
Families Around the World

Society for Visual Education  
Families At Work and Play  
School Helpers  
Neighborhood Friends and Helpers

Franklin Watts  
A Trip Through School  
City Workers

FILMSTRIPS

Churchill

207

### FILMSTRIPS (cont'd)

They Need Me  
Mothers Work Too  
Father's Work

Educational Electronics  
Life in a Nutshell

Encyclopaedia Britannica  
The Home Community  
Shelter  
Developing Your Personality  
Guidance Stories  
Safety Tales  
A City is Many Things

McGraw-Hill  
Children's Word Series  
How We Get Our Homes  
Families Around the World

Society for Visual Education  
Robert and His Family  
True Community Helper Series  
Learning to Live Together

### MAPS, GLOBES, ATLASES

Rand McNally  
Primary Globe #16-5002-C

### RECORDS

Decca  
The Little House  
Singing Across the Land

Folkway Scholastic Record  
Sounds of My City

R.C.A.

Around the Block, Around the World  
What Do You Want To Be When You Grow Up?

16mm FILMS (Owned by the District)

Clark County Media Operations

Building a House F5029  
Let's Build a House F5524  
The New House - Where it Comes From F0586  
Pipes in the House F5173  
What Do Fathers Do F5613  
Allen is my Brother F5569  
Our Family Works Together F5596  
Beginning Responsibility: Books and Their Care F0410  
Beginning Responsibility: Doing Things for Ourselves in School F5270  
Beginning Responsibility: Rules at School F5273  
Beginning Responsibility: Taking Care of Things F0411  
Courtesy for Beginners F5582  
The Cautious Twins F0209  
Farmer Don and the City F5197  
The Dairy Farmer F0786  
One Day on the Farm F5417  
Our Community F0476  
Neighborhoods Are Different F5010  
What is a Neighborhood F5147  
The City F5012  
Bicycle Rules of the Road F5575  
The Big Wide Highway F5277  
I'm no Fool as a Pedestrian F5182  
Safety Belt for Susie F5602  
Healthy Families F0100  
Living and Growing F0621  
In Case of Fire - Fire Drills and Fire Safety F0868

### 16mm FILMS (cont'd)

- F0425 City Fire Fighters
- F0439 The Firehouse Dog
- F5214 Playground Safety (second edition)
- F5434 Primary Safety: In the School Building
- F5435 Primary Safety: On the School Playground
- F5442 Safety After School
- F5603 Safety Rules for School
- F5560 Farm Animals (second edition)
- F0275 Farm Babies and their Mothers
- F0276 Farmyard Babies
- F0441 The Fireman (second edition)
- F5496 Firemen - On Guard

### Aims

- Guidance - Let's Have Respect
- Guidance - What's Right
- What Mothers Do
- Houses Ahead
- Dairy Farm Today

### Bailey Films We Live in A Trailer

### Coronet

- Fairness for Beginners
- Your Family
- The Fun of Making Friends

### Film Associates of California Getting Angry Growing Up - Growing Older Danish Farm Family

### McGraw - Hill Families & Jobs Families & Rules Families & Learning Cities & Shelter

second edition)  
the School Building  
the School Playground

ool  
nd edition)  
ir Mothers

edition)  
d

Respect

ds  
a  
Older

The City Community  
Cities & Transportation  
Cities & Jobs

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	<p><b>ANTHROPOLOGY</b></p> <p>Level 1</p> <p><u>Vehicles</u></p> <p>Family Home Neighborhood School Farm Safety &amp; Health</p> <p>Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behaviors in response to the same fundamental human problems.</p>	<p>Culture</p> <p>Interaction</p> <p>Empathy</p>	<p>A. People are similar in appearance</p> <p>B. People interact down to the level of the individual</p> <p>C. People think and tradition can be improved</p> <p>D. Individuals are distributed throughout society</p> <p>A. Individuals and groups</p> <p>B. Within a society there is a certain amount of interaction</p> <p>C. Two generations</p> <p>D. The basis of interaction</p> <p>A. Empathy is developed through observation and responses</p> <p>B. Empathy is developed through behavior and experience</p> <p>C. The ability to empathize is experienced in a problem.</p>

TION	CONCEPTS	SUB-CONCEPTS
	Culture	<p>A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.</p> <p>B. People in other lands have customs and traditions that have been passed down to them.</p> <p>C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.</p>
any behaviors imitive people al, is of direct anding our own appears that shape their s in response ntal human	Interaction	<p>A. Individuals enter into relationships with a great number of individuals and groups.</p> <p>B. Within a social system the interaction of individuals and groups follows a certain form.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social systems.</p>
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.</p>

## BEHAVIORAL OBJECTIVES

- A. The student, given a picture of a child with a different appearance from his, will orally describe similarities and differences.
  - B. The student will describe orally the differences in our own style of clothing as compared with a picture of another country. He will tell why he and the person in the example dress as they do.
  - C. The student will describe orally a food that has long been associated with a given country and describe how it is prepared.
  - D. The student will describe orally some contributions given to our culture from the Indian, the Negro, and the Chinese.
- 
- A. The student will construct a drawing showing how people are involved with other people every day in their community.
  - B. The student will describe orally several rules that he follows in school which provides for more order and better learning conditions.
  - C. The student will display a spirit to win and good sportsmanship in a game situation.
  - D. The student will orally compare his learning activities which are similar in school and home.
- 
- A. The student will orally describe his feelings should a change in his family's structure occur.
  - B. The student will demonstrate by his behavior at school that he is able to work and play with his classmates.
  - C. The student will demonstrate his interest in people from other countries with different cultures by choosing to talk about them and the things they like to eat.

## BEHAVIORAL OBJECTIVES

nt appearance from his, will orally describe similar feelings that they might both have.

own style of clothing as compared with a picture of a person from another country in his native dress and they do.

been associated with a given country and describe some modern advances made by that country.

iven to our culture from the Indian, the Negro, and the Pilgrim.

ople are involved with other people every day in many activities such as work, recreation, or in the family.

Follows in school which provides for more orderly activities with his classmates, e.g., taking turns in a game.

tsmanship in a game situation.

s which are similar in school and home.

change in his family's structure occur.

o that he is able to work and play with his classmates cooperatively.

om other countries with different cultures by checking out, from the school library, books related to those

GENERALIZATION	CONCEPTS	
Explanation of human behavior is essentially one-sided and incomplete unless information about man's biological, cultural, social, and psychological characteristics is taken into account, together with information about man's bio-physical environment.	Habitat and its significance  Culture  Social change	<ul style="list-style-type: none"> <li>A. Man affects and is affected by his nature.</li> <li>B. Habitat is the resource base of man's society.</li> <li>C. Water in the form of oceans, rivers, etc., influences agriculture, communication, transportation.</li> <li>D. Landforms influence climate and the people.</li> <li>E. Climate influences ways of living.</li> <li>F. Habitat tends to direct man until he adapts.</li> <li>G. International problems are often caused by differences in culture.</li> <li>H. Rituals, ceremonies, and superstitions are common to all cultures.</li> </ul> <ul style="list-style-type: none"> <li>A. People are much alike in feelings and reactions.</li> <li>B. People in other lands have customs and ways of life.</li> <li>C. People throughout the world today are meeting at the same time, making changes to improve their lives.</li> <li>D. Individuals and groups of individuals organize to meet their needs.</li> </ul> <ul style="list-style-type: none"> <li>A. Change is a neutral process; it may produce good or bad results.</li> <li>B. Some societies change at a more rapid rate than others.</li> <li>C. There are many causes for social change:           <ol style="list-style-type: none"> <li>1. Contact</li> <li>2. The interaction of new ideas or materials</li> <li>3. The development of modern means of production</li> <li>4. Innovation as means of meeting the needs of society</li> </ol> </li> </ul>

### SUB-CONCEPTS

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Habitat tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

1. Contact
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

#### BEHAVIORAL OBJECTIVES

- A. The student will pick out from a variety of pictures depicting different climates those pictures representing desert, mountain, and tropical.
- B. The student, given a variety of pictures portraying various types of homes, both animals' and people's, will orally describe the differences in each.
- C. The student will demonstrate his understanding of the difference between a lake, a river, and an ocean by drawing a picture of each.
- D. The student will portray a desert scene which shows the food, shelter, or clothing for this climate.
- E. The student will view a film such as "Homes Around the World" and orally describe why different countries have different types of homes.
- F. The student will explain orally why many Indians built homes like the type that was portable.
- G. The student, given a picture of a watering hole for cattle with the explanation that it lies between two mountains, will orally describe what the water might have.
- H. The student will orally explain why Indians living in a desert climate might have different types of houses than Indians living in a mountain climate.
- A. The student, given a picture of a Japanese child playing, will describe orally the things that he can do with the picture.
- B. The student will describe orally the Doll Festival in Japan and explain why it has remained a part of their culture.
- C. The student, given pictures representing American patriotic holidays such as the Fourth of July and Memorial Day, will orally describe why they are celebrated.
- D. The student will draw a picture depicting how individuals or groups of individuals with different backgrounds have contributed to the American culture.
- A. The student will orally describe how his own family may experience a change, e.g., the arrival of a new baby, a married son leaving for a new home.
- B. The student, given pictures of Las Vegas and another city of lesser growth, will orally explain why one has more growth than the other.
- C. The student will arrange the pictures of various means of transportation in chronological order.

## BEHAVIORAL OBJECTIVES

icting different climates those pictures representing a desert climate like that in Las Vegas.

ous types of homes, both animals' and people's from different cultures, will identify who lives in each home.

ifference between a lake, a river, and an ocean by identifying pictures of each.

food, shelter, or clothing for this climate.

"World" and orally describe why different climates influence the design and various types of materials used

homes like the type that was portable.

ittle with the explanation that it lies between two ranches, will explain some problems that the ranch owners

desert climate might have different types of dances and ceremonies from Indians living in a colder climate.

, will describe orally the things that he and the child in the picture might both enjoy doing or have in

Japan and explain why it has remained a part of their culture for years.

riotic holidays such as the Fourth of July and Memorial Day, will orally describe these holidays and explain

uals or groups of individuals with different backgrounds such as the Negro, American Indian, or the Pilgrims

ay experience a change, e.g., the arrival of a new baby, a relative moving in, or a brother or sister getting

city of lesser growth, will orally explain why Las Vegas is growing so rapidly.

of transportation in chronological order.

GENERALIZATION	CONCEPTS	
Practically all the significant differences in behavior among human populations, including expression of attitudes, intelligence, and other psychological characteristics, are understandable as learned cultural patterns rather than biologically inherited characteristics.	Culture Social change Interaction	A. People are much alike in feelings and thoughts. B. People in other lands have customs and ways of life quite different from ours. C. People throughout the world today are at the same time, making changes to improve their lives. D. Individuals and groups of individuals can change. A. Change is a neutral process; it may be good or bad. B. Some societies change at a more rapid rate than others. C. There are many causes for social change: 1. Contact between cultures. 2. The interaction of new ideas or models. 3. The development of modern means of communication. 4. Innovation as means of meeting the needs of society. A. Individuals enter into relationships with other individuals. B. Within a social system the interactions of individuals are important. C. Two general types of interaction are possible. D. The basis of all human interaction is mutual exchange.

### SUB-CONCEPTS

le are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

le in other lands have customs and traditions that have been passed down to them.

le throughout the world today are striving to keep certain cultures and traditions that they value and at same time, making changes to improve their way of life.

iduals and groups of individuals of diverse background have contributed to our cultural heritage.

ange is a neutral process; it may progress or decline.

e societies change at a more rapid rate of progress than others.

are many causes for social change such as the following:

ontact between cultures.

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he development of modern means of communication and transportation.

nnovation as means of meeting the challenge of social, economic, and political problems.

viduals enter into relationships with a great number of individuals and groups.

in a social system the interaction of individuals and groups follows a certain form.

general types of interaction are competition and cooperation.

basis of all human interaction is found in social systems.

## BEHAVIORAL OBJECTIVES

- A. The student will show that he has learned to share with others by demonstrating this behavior.
  - B. The student will orally explain why Orientals use chopsticks as compared to his using silverware.
  - C. The student will state orally three things the Japanese have done to improve their way of life.
  - D. The student, given pictures of Japanese children playing with kites or other items, will tell what they are doing.
- 
- A. The student, given a series of pictures of clothing from different countries, will orally describe the various types, e.g., work, party, a formal dinner, fishing, swimming, and horseback riding.
  - B. The student will state three reasons why most American people have changed rapidly while the Chinese coolies have remained the same.
  - C. The student will state whether or not he thinks the Chinese coolies changed very much as a result of their work. He will support his answer with examples.

## BEHAVIORAL OBJECTIVES

with others by demonstrating this behavior without being told at lunchtime, using materials, and in games.

chopsticks as compared to his using silverware.

nese have done to improve their way of life.

playing with kites or other items, will tell how he has feelings and activities similar to those of the Japanese.

from different countries, will orally describe why people wear different clothing or costumes for different activi-  
, swimming, and horseback riding.

erican people have changed rapidly while the American Indians have changed little.

e Chinese coolies changed very much as a result of their contacts in building the first continental railroad and

SUGGESTED MULTIMEDIA FOR ANTHRO

STANDARD FOCAL REFERENCE GUIDES

Benefic Press

You and Your Friends (charts)

David Cook

Teaching Pictures (charts)

Harper and Row

Discussion Pictures for Beginning Social  
Studies (charts)

Holt, Rinehart and Winston

Words and Actions (charts)

Language Arts

Motor Perceptual Learning (charts)

Verbal Communications (charts)

Other People Around Me (charts)

Myself (charts)

Safety Pictures

Children Around the World (charts)

Silver Burdett

"The Earth, Home of People"--to accompany Families  
and Their Needs (charts)

Christmas Around the World (charts)

Families Around the World (charts)

Living in Kenya (charts)

Living in France (charts)

Living in Japan (charts)

Living in Brazil (charts)

Society for Visual Education

School Helpers (charts)

Franklin Watts

A Trip Through the School (charts)

## SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 1

### CONCEPT PENETRATION SOURCES (BOOKS)

Allyn and Bacon  
Learning About Our Neighbors  
Learning About Our Families

Benefic Press  
You Visit a Fire Station  
You Visit a Steamship-Airport  
You Visit a Newspaper, Television Station  
You Visit a Museum, Library  
You Visit a Dairy, Clothing Factory  
You Visit a Sugar Refinery

My School Room  
My Days at School  
All About My School  
I Go to School  
My Friends and I  
My Family and I  
I Can Do  
I Live in a City  
Community Friends  
Pets and Other Animals

Uni-Kit A - Supplementary Books  
How People Earn and Use Money  
How Foods are Preserved  
How We Get Our Cloth  
How Schools Help Us  
How We Celebrate Our Fall Holidays  
How Hospitals Help Us  
How Airplanes Help Us  
How We Celebrate Our Spring Holidays  
How People Live in the Big City  
How We Use Maps and Globes  
How We Get Our Shelter  
How Doctors Help Us

## **CONCEPT PENETRATION SOURCES (cont'd)**

### **Bowmar**

Do You Know What?  
Father is Big  
My Tricycle and I  
Three Baby Chicks  
Watch Me Indoors

### **Follett**

Exploring With Friends

### **Laidlaw**

People at Home  
Families and Their Needs  
Communities and Social Needs

### **Prentice - Hall**

People and Their Social Actions (Man in Action Series)

### **Science Research Associates**

Our Working World

### **Silver Burdett**

Families and Their Needs

## **FILMSTRIPS AND SLIDES**

### **Churchill**

Mothers Work Too  
Fathers Work  
They Need Me  
A City is Many Things  
Airport Service

### **Education Electronics**

Life in a Nutshell - Set I

cont'd)

Encyclopaedia Britannica

Guidance Stories

The Neighborhood Community

Safety Tales - Walt Disney

Families Around the World

The City Community (consists of the following:)

Here is the City

Business in the City

Living in the City

McGraw - Hill

Our Friends - The American Indians

Children of Europe Series

Children of Latin America Series

Christmas in Many Lands

Children of Pioneer Times

Holiday Series, Set I

How We Get Our Homes - Set II

Transportation Set

Cities and Protection

Cities and Recreation

Cities and Manufacturing

Families and Shelters

Families and Jobs

Families and Transportation

Cities and Commerce

O'er the Ramparts We Watched

Japanese Village Life

Cities and Government

Children of the Fort

Families and Rules

Families and Learning

Society for Visual Education

Robert and His Family, 1967

Learning to Live Together, 1961

The True Community Helper's Series

## MAPS, GLOBES, AND ATLASES

Rand McNally

Going Places Series (Primary - U.S. Desk Maps)

Which Way?

Student text

Activity book

Teacher's edition

How Far?

Student text

Activity book

Teacher's edition

Where?

Student text

Activity book

Teacher's edition

Basic Curriculum Series - Reference materials

(one each for each primary classroom, 1-4)

Transportation and You

Our American Flag

Clothing and You

Communication and You

Communities and You

Food and You

Shelter and You

## RECORDS

Decca

Let's Sing While We Work and Play

Singing Across the Lands

The Little House

Sounds of My City

R.C.A.

Around the Block, Around the World

What Do You Want To Be When You Grow Up?

Hardtrack and Railroad Songs

16 mm FILMS (Owned by the District)

Clark County Media Operations

Anthropology

- The Eskimo in Life and Legend - The Living Stone F0878
- Life of a Primitive People - Africa F1131
- Man and His Tools F0589
- Eskimo Children F0044
- Eskimo Family F0162
- Indians of the Plains - Life in the Past F5566
- The Peoples of Africa F1359
- Greek Children F0056
- China, The Land of the People F0040
- Children of Germany - In the Rhineland F0037
- Italian Children - Harvest Time in Umbria F0063
- Children of Japan F0039
- Japanese Boy - The Story of Taro F0663
- Children of Holland F0038
- Mexican Boy - The Story of Pablo F0871
- Mexican Children F0071
- Arabian Children F0773
- Norwegian Children - Farming on a Fjord F0080
- Spanish Children F0613
- Switzerland - Life in a Mountain Village F0873
- Claudius - Boy of Ancient Rome F0847
- People of the Congo - The Mangbetu F0082
- Homes Around the World F5109
- Foods Around the World F5584

Economics

- A Bone for Spotty F0504
- Economics: It's Elementary F5195
- Your Thrift Habits F0514
- The Clothes We Wear F5521

Film Associates

I Live in Hawaii  
Food of Southeast Asia  
Boy of Southeast Asia  
Man Makes a Desert

McGraw - Hill

Cities and Government  
Cities and Manufacturing  
Cities and Geography  
Cities and Commerce

Sterling

Village Family - Crete  
All Kinds of People  
Pioneer Village

Aims (New Films Recommended for Purchase)

Food Preservation  
Dairy Farm Today  
Fireboat - Ready for a Run  
House Ahead  
Silk - Cocoon to Clothing  
Transportation by Helicopters  
Guidance - Let's Have Respect  
Guidance - What's Right?  
Community Helpers  
Cleaners and Laundries  
Night Community Helpers  
Transportation by Bus  
Communications Help the Community  
Trucks and Truck Transportation

Avis

Children of Hawaii

Coronet

Boy of India  
Boy of Japan  
Life of a Philippine Family

A Pioneer Home  
Indian Series  
Life in Hot Wet Lands  
Conservation for Beginners  
We Explore Mountain Life

Sid Davis  
Plants of the Desert  
The Changing Desert

Encyclopaedia Britannica  
Yugoslav Boy: Story of Frane  
The Orange Grower  
Midland Metropolis  
If You Could See The Earth  
South Pacific Island Children  
The Northeast: Port of New York

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	GENERALIZATION	CONCEPTS
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	<p>Level 2</p> <p><u>Vehicles</u></p> <p>Our Community Food Shelter Clothing Community Helpers Library</p> <p>There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world.</p>	<p>Habitat and its significance</p> <p>Dignity of man</p> <p>Causation</p>

ZATION	CONCEPTS	SUB-CONCEPTS
sputed evidence fferences in aence among upings of the	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society.</p> <p>C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.</p> <p>D. Landforms influence climate and the provision of food, shelter, and clothing.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts or alters it.</p> <p>G. International problems are often caused by geographic conditions.</p> <p>H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.</p>
	Dignity of man	<p>A. Religions have developed a belief in the reverence of human life.</p> <p>B. Most men are expected to respect the dignity of all other men.</p> <p>C. Human dignity should imply to every citizen the worth of all individuals.</p> <p>D. Worth of an individual cannot be judged by accomplishments or social position.</p>
	Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</p> <p>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the facts involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)</p> <p>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</p>

## BEHAVIORAL OBJECTIVES

- A. The student, given a series of pictures of different types of workers, will identify each by name.
  - B. The student will identify the types of dwellings used by people living in polar, tropic, arid, and mountainous areas.
  - C. The student will draw pictures or models of the different kinds of boats that are required to travel in a lake, a river, a kayak, and a sailboat.
  - D. The student will draw a mural showing how the landforms of Holland affect the climate, shelter, and water supply.
  - E. The student, given pictures of people from different climate areas, will explain how each might affect the way he dresses, eats, and works.
  - F. The student will prepare for an imaginary journey to various places and countries by drawing maps and writing about what he would like to see and do.
  - G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, rivers, deserts, plateaus, and mountains.
  - H. The student will compare a given foreign native folk dance with those found in our country or in other countries.
- 
- A. The student will draw a picture of the building used for religious services.
  - B. The student, using the kind of response of his choice such as behavior, writing, talking, and drawing, will tell what he can do to help teachers, and other adults.
  - C. The student will draw pictures showing times when he should not disturb the rights of others, e.g., when another person is trying to sleep, reading, or working.
  - D. The student, given a description of an effect, will state some possible causes.
- 
- A. The student will explain why fire is dangerous and destructive and tell what methods man uses to control it.
  - B. The student will draw pictures showing houses before and after improvements.
  - C. The student will explain why we have crosswalks and traffic lights and tell what might happen if they were not used.

## BEHAVIORAL OBJECTIVES

s of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

people living in polar, tropic, arid, wet, and temperate climates.

t kinds of boats that are required to travel on different kinds of given waterways, e.g., the Queen Mary,

n of Holland affect the climate, shelter, and clothing of the people.

mate areas, will explain how each must adapt to their climate.

rious places and countries by drawing a sketch showing the kind of clothing he will take for each place.

p, e.g., oceans, lakes, plains, rivers, and mountains.

nce with those found in our country by listing the similarities and differences.

religious services.

ch as behavior, writing, talking, and explaining, will describe how children should treat their parents,

should not disturb the rights of others, e.g., when someone is sleeping, when you are in a library.

e some possible causes.

uctive and tell what methods man uses to control fire.

nd after improvements.

traffic lights and tell what might happen if they were not properly used and observed.

GENERALIZATION	CONCEPTS	
Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community.	Compromise and adjustment	<p>A. Compromise and adjustment are the key to conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger whole.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society and economy.</p> <p>C. Water in the form of oceans, rivers, and lakes influences agriculture, communication, transportation, and industry.</p> <p>D. Landforms influence climate and the types of vegetation.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts it.</p> <p>G. International problems are often caused by differences in habitat.</p> <p>H. Rituals, ceremonies, and superstitions are based on the natural environment.</p>
	Culture	<p>A. People are much alike in feelings and needs.</p> <p>B. People in other lands have customs and traditions.</p> <p>C. People throughout the world today are simultaneously interacting with each other at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of different cultures interact with each other.</p>

### SUB-CONCEPTS

promise and adjustment are the keys to successfully facing political, economic, social, and religious change conflict.

faces the need to compromise and adjust to his physical, economic, social, political, and religious boundings.

culture is only a small part of a product of its own invention and discovery; it is the result of adjustment.

should recognize compromise and adjustment as a natural evolutionary concept and not to interpret it as sign of weakness or surrender.

affects and is affected by his natural environment.

itat is the resource base of man's society.

er in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

uiforms influence climate and the provision of food, shelter, and clothing.

imate influences ways of living.

itat tends to direct man until he accepts or alters it.

rnational problems are often caused by geographic conditions.

als, ceremonies, and superstition of various people may be related to their physical environment.

ple are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

ple in other lands have customs and traditions that have been passed down to them.

ple throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

viduals and groups of individuals of diverse background have contributed to our cultural heritage.

## BEHAVIORAL OBJECTIVES

- A. The student, given a depiction of a neighborhood where all of the residents are friendly, consider and tell what he thinks should happen to him or what might happen to him.
- B. The student will demonstrate his understanding of the different ways of living by drawing pictures.
- C. The student will orally indicate the kind of work he would like to do in earning money and tell how he would go about getting a job.
- D. The student will tell what happens to those who disobey traffic laws and give his opinion as to what should be done.
  
- A. The student, given a series of pictures of different types of workers, will identify each by name.
- B. The student will identify the types of dwellings found in the different parts of the world used in their construction.
- C. The student will draw pictures or make models of the different kinds of given waterways, e.g., rivers, canals, etc.
- D. The student will draw a mural showing how the landforms of Holland affect the climate, shelf seas, etc.
- E. The student, given pictures of people from different climate areas, will explain how each might be dressed differently.
- F. The student will prepare for an imaginary journey to various places and countries by drawing pictures of the scenes.
- G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, river systems, deserts, plateaus, etc.
- H. The student will compare a given foreign native folk dance with those found in our country here.
  
- A. The student, given pictures of different races and nationalities, will state whether or not he or she or city who are members of the certain race or nationality depicted.
- B. The student will draw a picture of a person from some land other than the United States to show the differences in dress, customs, etc., of different areas such as Mexico, India, or Arabia.
- C. The student will make an imaginary shopping trip and purchase an outfit/or costume of the person he or she would like to be, e.g., policeman, sailor, butcher, or merchant.
- D. The student, given recorded music from different cultures, will identify the culture to which it belongs.

## BEHAVIORAL OBJECTIVES

All of the residents are friendly, cooperative, law abiding--except one, will draw a picture of that one that happen to him.

Different ways of living by drawing pictures showing activities on a farm and in a city.

What he would like to do in earning money and tell why he would choose such a job.

Know traffic laws and give his opinion as to whether this treatment is right and proper.

Name different kinds of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

Identify the different parts of the world used by people living in polar, tropic, arid, wet, and temperate climates.

Different kinds of given waterways, e.g., the Queen Mary, kayak, and a sailboat.

How different parts of Holland affect the climate, shelter, and clothing of the people.

Compare different areas, will explain how each must adapt to their climate.

Different kinds of clothing used in various places and countries by drawing a sketch showing the kind of clothing he will take for each place.

Identify different kinds of land forms, e.g., oceans, lakes, plains, rivers, and mountains.

Compare different kinds of houses with those found in our country by listing the similarities and differences.

Identify different kinds of people, will state whether or not he has seen or whether he knows individuals in his school, neighborhood, and community depicted.

Identify different kinds of cultures other than the United States to show his understanding of other cultures. He may choose from a number of cultures.

Identify different kinds of costumes, will choose an outfit/or costume of the person he would like to portray, e.g., astronaut, cowboy, soldier,

Identify different kinds of cultures, will identify the culture to which it belongs.

GENERALIZATION	CONCEPTS	
The customs and beliefs of people are often made more understandable if we examine them from a combined psychological and cultural perspective.	Compromise and adjustment  Empathy  Freedom and equality	A. Compromise and adjustment are the key to conflict.  B. Man faces the need to compromise and surroundings.  C. Each culture is only a small part of a whole and compromise.  D. Man should recognize compromise and it as a sign of weakness or surrender.  A. Empathy is the concept of demonstrating identical with or similar to the responses of others.  B. Empathy is a basic function in society.  C. The ability to exert empathy depends on one's ability to understand a person or a problem.  A. Freedom refers to the relative absence of control.  B. In the Western world equality has come to mean equal opportunity.  C. Taken to extremes, freedom may mean license.  D. This concept of equality is an American value. It is committed to a belief in human dignity and the individual with the equality of all people.

## SUB-CONCEPTS

romise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise.

Should recognize compromise and adjustment as a natural evolutionary concept and not to interpret as a sign of weakness or surrender.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are similar with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

Ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

When taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.

The concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.

#### BEHAVIORAL OBJECTIVES

- A. The student will make a written comparison of two hunting trips, e.g., deer hunting trip in New Mexico and bear hunting trip in Alaska, comparing the mode of travel, guides, supplies, and the risks.
  - B. The student will explain his views as to why man is permitted to hunt certain animals at certain seasons, given the relationship between the animal population to available food and sustenance.
  - C. The student, given a series of pictures of immigrants to America, will identify the country of their origin.
  - D. The student will identify whether certain activities come under the headings of choices, rules, or regulations.
- 
- A. The student will give his preference about things to do at the circus, e.g., watch clowns, animals, or the acrobats, and will say what he would rather have with him at the time.
  - B. The student can give a logical explanation for the day-to-day rules of being courteous and polite to others.
  - C. The student, given a picture (e.g., the vanishing American), will describe his own feelings as to the meaning of the picture.
- 
- A. The student will explain why there are times in the classroom when he is free to talk as much as he wants to.
  - B. The student will explain why the conditions of the performance of drawing a picture may be equal to those of the performance of writing a story.
  - C. The student will explain the results of granting a toddler too much freedom, e.g., wander or play alone.
  - D. The student will identify certain laws that all men must obey without any exceptions at all.

## BEHAVIORAL OBJECTIVES

trips, e.g., deer hunting trip in Nevada and an African Safari for big game, indicating equipment,

ted to hunt certain animals at certain seasons and tell how this law relates the need of limiting the animal

merica, will identify the country of the immigrants.

under the headings of choices, rules, customs, or laws.

the circus, e.g., watch clowns, animals, circus acts, and take the rides, and tell who in the class he

-day rules of being courteous and polite and tell how these rules have the character of reciprocity.

an), will describe his own feelings as they are related to the emotional impact of the subject in the

oom when he is free to talk as much as he likes, and other times when this is not permissible.

chance of drawing a picture may be equal for two students, yet the outcome may not be of equal quality.

oo much freedom, e.g., wander or play in streets, and tell why some limitations are set up for the toddler.

bey without any exceptions at all.

GENERALIZATION	CONCEPTS	S
	Conflict--its origin, expression, and resolution	A. Conflict is characteristic of the growth and development of society. B. Society is constantly pressured to respond to conflict. This pressure can lead young students from the fact of its existence, without causing them to develop healthy attitudes toward conflict. C. This concept is developed to assist the student in dealing with conflicts between himself and his classmates, between individuals and the society in which he lives.
Analysis of the implications or functions of cultural behavior must take into account the explicit beliefs and intentions of the people involved. Analysis must also be made of the unnoticed, unintended further consequences called latent functions of particular acts and beliefs.	Culture	A. People are much alike in feelings and needs, as well as in physical characteristics. B. People in other lands have customs and traditions which are different from those in one's own country. C. People throughout the world today are striving to live in peace and harmony at the same time, making changes to improve their way of life. D. Individuals and groups of individuals of diverse backgrounds and cultures can live together in peace and cooperation.
	Empathy	A. Empathy is the concept of demonstrating the ability to understand another person's feelings and thoughts, identical with or similar to the responses of others. B. Empathy is a basic function in society in relation to the individual and to the group. C. The ability to exert empathy depends on the amount of knowledge one has about another person or a problem.

### SUB-CONCEPTS

is characteristic of the growth and development of individual and of civilization as a whole.

is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

cept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether between individuals, between individuals and the state, or between nations to be used throughout life.

are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

in other lands have customs and traditions that have been passed down to them.

throughout the world today are striving to keep certain cultures and traditions that they value and at times, making changes to improve their way of life.

ols and groups of individuals of diverse background have contributed to our cultural heritage.

is the concept of demonstrating the ability to understand others through one's self-responses that are similar with or similar to the responses of others.

is a basic function in society in relation to sharing the attitudes and behavior of others.

try to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.

#### BEHAVIORAL OBJECTIVES

- A. The student will orally explain the problems he has faced and tell whether or not he thinks others have faced similar problems.
- B. The student will orally state his plans for a picnic, including a list of all the articles he would bring.
- C. The student will tell how some cake and cartons of milk brought by the P-TA should be apportioned among the students.
  
- A. The student will select a cultural entity which he would like to learn more about and give reasons for his choice.
- B. The student will draw a picture of the instrument used predominately in a given culture.
- C. The student will be able to identify the major occupations of various lands, e.g., sheep raising in Australia, sugar cane in Hawaii, and salmon in Alaska.
- D. The student will be able to explain all the steps taken from producer to consumer in the production of a product such as a book, a painting, the piano, a folk dance, a country fair, or an assembly program in which the school band is featured.
  
- A. The student, given a series of pictures about the emotions people feel, will be able to classify the emotions as happy, sad, angry, and pitiful.
- B. The student will explain why the Indians were so sad at the disappearance of the American buffalo.
- C. The student will describe orally what he feels the adult reaction to death is like.

## BEHAVIORAL OBJECTIVES

ed and tell whether or not he thinks others have faced similar problems.

uding a list of all the articles he would bring.

brought by the P-TA should be apportioned among the people in his classroom.

like to learn more about and give reasons for his choice.

predominately in a given culture.

ons of various lands, e.g., sheep raising in Australia, fishing in Portugal, wine making in France, pineapples

from producer to consumer in the production of some simple form of entertainment, e.g., a person playing program in which the school band is featured.

ons people feel, will be able to classify the feelings he has when looking at them, e.g., sad, glad, funny,

the disappearance of the American buffalo (bison) from the open plains of the West.

reaction to death is like.

## SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

### STANDARD FOCAL REFERENCE GUIDES

- Laidlaw  
Families and Social Needs
- Prentice - Hall  
People and Their Social Actions  
(Man in Action Series)
- Silver Burdett  
Communities and Their Needs
- SRA  
Our Working World, Grade Two

### CONCEPT PENETRATION SOURCES

- Benefic Press  
How We Get Our Dairy Foods  
How We Get Our Clothing  
How Foods Are Preserved  
How We Get Our Cloth  
How We Celebrate Our Fall Holidays  
How We Celebrate Our Spring Holidays  
How We Get Our Shelter  
How Doctors Help Us  
Community Friends

- Franklin  
Clothes From Head to Toe  
Food From Farm to Family

- Silver Burdett  
Homes Around the World  
Pets Around the World  
Fun Around the World  
Schools Around the World  
Work Around the World

### FILMSTR

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SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 2

FILMSTRIPS

Churchill  
Cotton Clothing

Encyclopaedia Britannica  
Food  
Shelter  
Neighborhood Community

Filmstrip House  
Our Geography

Jam Handy  
My Neighborhood

McGraw - Hill  
Holiday Series, Set I  
How We Get Our Homes

Society for Visual Education  
The Home Community  
(Food - Clothing - Shelter)

TRANSPARENCIES AND CHARTS

( Study Prints)

Society for Visual Education  
Postal Helpers  
Dairy Helpers  
Fire Department Helpers  
Supermarket Helpers  
School Helpers  
Neighborhood Friends and Helpers  
Keeping the City Clean and Beautiful  
Moving Goods for People in the City  
Police Department Helpers

## MAPS, GLOBES, ATLASES

Benefic Press  
How We Use Maps and Globes

Denoyer - Geppert  
Geocraft 16" Beginners Globe

Rand McNally  
Which Way? How Far? Where?

## 16mm FILMS (Owned by the District)

Clark County Media Operations  
Building a House--F5029  
The Clothes We Wear-- F5521  
City Fire Fighters-- F0425  
Everyone Helps In a Community--F0998  
The Food Store--F0783  
George's New Suit--Where Clothing Comes From F5339  
Your Friend The Doctor--F0122  
Helpers at Our School--F5347  
Truck Farm to Store--F5502  
Where Does Our Meat Come From--F5490  
Your Daily Bread--F0207  
Milk-- F0112  
New House, The--Where It Comes From--F0586  
One Day On The Farm-- F5417  
Pipes In The House-- F5173

Aims  
Dairy Farm Today  
Silk-- Cocoon to Clothing

McGraw - Hill  
Families and Shelter

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	<p><u>ANTHROPOLOGY</u></p> <p>Level 3</p> <p><u>Vehicles</u></p> <p>Expanded Community Community Helpers Nevada United States North America</p>	<p>Morality and choice</p> <p>Habitat and its significance</p> <p>Contrary to beliefs still widely held, individuals who are the products of racial mixing or interbreeding are frequently superior to their pure-blooded parents in strength, stature, and other characteristics. This phenomenon of hybrid vigor is well known among many species of lower animals and plants as well.</p>	<p>A. Morality B. Man as a must accept C. Morality</p> <p>A. Man affects B. Habitat is C. Water in earth's su transporta D. Landforms clothing. E. Climate F. Habitat re G. Internation H. Rituals, a their physi</p> <p>A. Individual groups. B. Within a certain fo C. Two gene D. The basis</p>
		Interaction	

ION	CONCEPTS	SUB-CONCEPTS
still widely who are the mixing or re-quently re-blooded stature, istics. hybrid n among er animals	Morality and choice	<p>A. Morality dictates a standard of value.</p> <p>B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.</p> <p>C. Morality implies conscience and choice implies responsibility.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society.</p> <p>C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.</p> <p>D. Landforms influence climate and the provision of food, shelter, and clothing.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts or alters it.</p> <p>G. International problems are often caused by geographic condition.</p> <p>H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.</p>
	Interaction	<p>A. Individuals enter into relationships with a great number of individuals and groups.</p> <p>B. Within a social system the interaction of individuals and groups follows a certain form.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social systems.</p>

#### BEHAVIORAL OBJECTIVES

- A. The student will name ways used in our society to effect more desirable moral standards and behaviors.
- B. The student will identify from a list of items those particular ones that most clearly contribute to: . . . and apathy.
- C. The student will write the names and/or titles of those officials, agencies, and institutions whose responsibility it is to help our society.
- A. The student will locate on a map of the Southwest the general areas in which various Indian tribes were located and the area in which their language was used by those Indians.
- B. The student will describe life among the Southwestern tribes before the time of their being put on reservations.
- C. The student will orally explain where he would prefer to live giving reasons for his choice.
- D. The student will state how the landforms affect a given area in terms of climate, food, shelter, and opportunities for human habitation.
- E. The student will orally make comments telling how residents in Alaska are influenced by the climate.
- F. The student will orally explain why some native villages are built on stilts or poles in the wet-land areas.
- G. The student will give an oral report describing the problems the countries of the world might have over the next ten years.
- H. The student will explain how the primitive Hawaiian ritual of worshipping the fire goddess was related to the physical environment.
- A. The student will choose one person from a list of public officials and professional people and explain the functions of these individuals and groups.
- B. The student will give an oral report describing how a city government is organized.
- C. The student will categorize games played during the physical education period as either competitive or non-competitive.
- D. The student will order a list of social systems as to their importance to him.

## BEHAVIORAL OBJECTIVES

desirable moral standards and behavior patterns.

ones that most clearly contribute to: (1) man's contentment and happiness, and (2) man's frustrations

s, agencies, and institutions whose responsibility it is to control crime and criminal elements in our

al areas in which various Indian tribes lived and state his opinions as to why that particular location

before the time of their being put on reservations.

giving reasons for his choice.

n terms of climate, food, shelter, and clothing and tell why such an area might be a desirable site

n Alaska are influenced by the climate.

built on stilts or poles in the wet-land climates.

the countries of the world might have over fishing rights in the Pacific Ocean.

worshipping the fire goddess was related to the physical environment.

als and professional people and explain how that person enters into relationships with a great number of

overnment is organized.

education period as either competitive or cooperative.

rtance to him.

GENERALIZATION	CONCEPTS	
<p>Anthropologists and other scientists have discovered no human biological characteristics that are unaffected by life experiences and environmental conditions. Conversely, no human characteristics of thought or action can be regarded as unaffected by genetically inherited biological factors.</p>	<p>Habitat and its significance Culture Social change</p>	<p>A. Man affects and is affected by his habitat. B. Habitat is the resource base of man. C. Water in the form of oceans, rivers, agriculture, communication, transportation. D. Landforms influence climate and the way man lives. E. Climate influences ways of living. F. Habitat tends to direct man until he changes it. G. International problems are often caused by habitat differences. H. Rituals, ceremonies, and superstitions are based on habitat.</p> <p>A. People are much alike in feelings and reactions. B. People in other lands have customs and ways of life. C. People throughout the world today are changing at the same time, making changes to fit their environment. D. Individuals and groups of individuals differ in their reactions to the same situation.</p> <p>A. Change is a neutral process; it may be good or bad. B. Some societies change at a more rapid rate than others. C. There are many causes for social change: 1. Contact between cultures. 2. The interaction of new ideas or new people. 3. The development of modern means of communication. 4. Innovation as means of meeting new situations.</p>

### SUB-CONCEPTS

affects and is affected by his natural environment.

Nature is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climatic state influences ways of living.

Culture tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Customs, ceremonies, and superstition of various people may be related to their physical environment.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Social change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

Contact between cultures.

The interaction of new ideas or materials within a culture.

The development of modern means of communication and transportation.

Innovation as means of meeting the challenge of social, economic, and political problems.

## BEHAVIORAL OBJECTIVES

- A. The student will participate in an oral discussion and state the similarities he has observed in
- B. The student will explain why a given house is built of certain materials.
- C. The student will explain his opinions on how floods might best be controlled or eliminated.
- D. The student will give his version of why few people live in high mountain ranges.
- E. The student will state why the life of the people is different in Florida as compared to Alaska.
- F. The student will point out on a world map the homeland of Eskimos, African tribesmen, American Indians.
- G. The student will list the advantages for both the United States and Canada's use of the Great Lakes.
- H. The student will choose the holiday observed in America which he likes best and tell his reasons.
- A. The student will make a comparison of dissimilar cultures and tell what needs and feelings they have.
- B. The student will choose one culture from a given list of cultural groups, e.g., American or Chinese.
- C. The student will tell ways in which he feels life is better for the Indians today than it was when he was a child.
- D. The student will make a list of products used in America that are shipped in from other countries.
- A. The student will list three changes in his school life from the previous year.
- B. The student will be able to tell why California has changed more rapidly than more isolated areas.
- C. The student will make a list of all the modern conveniences we enjoy because of new scientific discoveries and amusement.

## BEHAVIORAL OBJECTIVES

and state the similarities he has observed in the study of climate regions.

of certain materials.

might best be controlled or eliminated.

live in high mountain ranges.

different in Florida as compared to Alaska.

land of Eskimos, African tribesmen, American Indians, and Arabs and will list the clothing worn in these

United States and Canada's use of the Great Lakes.

America which he likes best and tell his reasons for choosing that one.

cultures and tell what needs and feelings they might have in common.

list of cultural groups, e.g., American or Oriental and describe three unique cultural features.

better for the Indians today than it was when their society was primitive.

merica that are shipped in from other countries.

fe from the previous year.

changed more rapidly than more isolated areas.

veniences we enjoy because of new scientific developments of recent years, e.g., communication, transportation,

GENERALIZATION	CONCEPTS	SUMMARY
Although the people of the world may be roughly and arbitrarily divided into different races or major groups based on physical characteristics, there are no pure races and probably never have been. There are large numbers of individuals who are intermediate in racial characteristics so that no sharp boundaries can be drawn separating the Negroid, Caucasoid, and Mongoloid peoples.	<p>Compromise and adjustment</p> <p>Interaction</p> <p>Empathy</p>	<p>A. Compromise and adjustment are the keys to success and conflict.</p> <p>B. Man faces the need to compromise and adjust to surroundings.</p> <p>C. Each culture is only a small part of a product of adjustment and compromise. Survival depends upon it.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p> <p>A. Individuals enter into relationships with a great variety of other individuals.</p> <p>B. Within a social system the interaction of individuals creates a complex web of relationships.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social exchange.</p> <p>A. Empathy is the concept of demonstrating the ability to respond to another person's feelings in a manner identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to the individual.</p> <p>C. The ability to exert empathy depends on the amount of time one spends trying to understand a person or a problem.</p>

### SUB-CONCEPTS

romise and adjustment are the keys to successfully facing political, economic, social, and religious change conflict.

faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

culture is only a small part of a product of its own invention and discovery; it is the result of movement and compromise. Survival depends upon the ability to adjust and compromise.

should recognize compromise and adjustment as a natural evolutionary concept and not to interpret it as a sign of weakness or surrender.

iduals enter into relationships with a great number of individuals and groups.

In a social system the interaction of individuals and groups follows a certain form.

General types of interaction are competition and cooperation.

asis of all human interaction is found in social systems.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are similar with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

Ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.

## BEHAVIORAL OBJECTIVES

- A. The student will describe methods used by him to get his own way at home for various reasons, e.g. then tell whether he thinks this will work for him in the future.
  - B. The student will describe how the activity of bargaining constitutes compromise and adjustment.
  - C. The student will give his explanation of why English is the language of America rather than French.
  - D. The student will recall some disagreement or struggle in which he was involved and give his version disposition or solution of the controversy.
- 
- A. The student will draw a simple cartoon depicting the interaction between farm, city, and factory.
  - B. The student will name the three parties involved in the arbitration of a new labor dispute.
  - C. The student will choose one commodity from a list and name all the people involved in its production.
  - D. The student will select the one official or other community helper he knows most about and explain.
- 
- A. The student will draw cartoons of people depicting happiness, sadness, disapproval, enjoyment, and anger.
  - B. The student, given a set of pictures depicting emotions, will select one he likes best and render his own drawing.
  - C. The student, during a musical period, will participate in dancing to those songs he prefers and "sit down" when the music stops.

## BEHAVIORAL OBJECTIVES

vn way at home for various reasons, e.g., more dessert, more TV viewing, and staying up a little later, ture.

nstitutes compromise and adjustment.

language of America rather than French or some other language.

ich he was involved and give his version of just how compromise and adjustment entered into the final

cction between farm, city, and factory.

citation of a new labor dispute.

he all the people involved in its production, sale, and distribution.

helper he knows most about and explain his version of the duties and importance of that man.

ess, sadness, disapproval, enjoyment, anger, or other expressions of emotions.

ill select one he likes best and render his own drawing of the picture he selected.

ancing to those songs he prefers and "sit out" those that have little attraction for him.

## SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

### STANDARD FOCAL REFERENCE GUIDES

Educational Development Laboratories  
Study Skills Kit (Social Science)

Laidlaw  
Communities & Social Needs

Macmillan  
Living in Places Near and Far

Prentice - Hall  
People and Their Actions (Man in Action Series)  
People and Their Actions in Social Roles (Man in Action Series)

### CONCEPT PENETRATION SOURCES

Allyn - Bacon  
Understanding Maps

Benefic Press  
How People Live in the Big City  
How We Get Our Shelter  
How Doctors Help Us  
How Foods are Preserved  
How We Use Maps and Globes  
How We Get Our Dairy Foods  
How People Earn and Use Money

Children's Press  
Enchantment of America Series

Hammond  
My State (Nevada)  
Flags of American History

Houghton - Mifflin  
Citizens All  
Proudly We Hail

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 3

Lyons and Carnahan  
Red Feather - A Book of Indian Life & Tales  
Red Feather's Homecoming  
Morning Star  
Indian Legends of Eastern America

Silver Burdett  
Living in the United States  
The Earth the Home of the People

Society for Visual Education  
Postal Helpers  
Dairy Helpers  
How People Travel in the City  
Moving Goods for People in the City  
Children of North America

FILMSTRIPS AND SLIDES

Churchill  
A City Is Many Things  
They Need Me  
Fathers Work  
Mothers Work Too

McGraw - Hill  
How We Get Our Homes  
Community Transportation Set  
The History of the American Negra Series

RMI  
George Washington Carver (Record and Filmstrip)

Warren Schloat  
Exploding the Myths of Prejudice (Sound Filmstrip)

### TRANSPARENCIES

American Education  
Indian Before White Man

Instructo Products Company  
Negro History  
U.S. Maps

### MAPS AND ATLASES

Nystrom  
United States Map  
Map Symbol Chart With Geographic Terms

Rand McNally  
Revised Rand McNally Classroom Atlas

### RECORDS

R.C.A.  
Folk Songs of the Americas  
Patriotic Songs

### 16mm FILMS (Owned by the District)

Clark County Media Operations  
An Airplane Trip by Jet F0647  
The City F5012  
Communication for Beginners F5302  
Farmer Don and the City F5197  
Helpers in Our Community F5348  
Helpers Who Come to Our House F0447  
What is a Neighborhood F5147  
A Boy of the Navajos F5091

Hopi Indian Village Life F5110  
Bonanza F1055  
Early Nevada F0203  
Ghost Towns of Virginia City F0760  
Ghosts of the Golden West F0201  
Nevada - Land of Surprises F0205  
Nevada and Its Natural Resources F0206  
Eskimo Children F0044  
Calgary the Living West F1412  
Mexican Boy - The Story of Pablo F0871  
Mexican Children F0071  
Meat - From Range to Market - Production, Processing,  
and Distribution F5030

Aims

Food Preservation  
Dairy Farm Today  
Fireboat - Ready for a Run  
House Ahead  
Silk - Cocoon to Clothing  
Transportation by Helicopters  
Guidance - Let's Have Respect

Avis

Children of Hawaii

Coronet

Conservation for Beginners  
We Explore Mountain Life

Encyclopaedia Britannica  
South Pacific Children

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	<p>GEOGRAPHY</p> <p>Level 4</p> <p><u>Vehicles</u></p> <p>Hot-Wet, Hot-Dry Regions</p> <p>Learning To Think Geographically</p> <p>Our State Nevada</p>	<p>Habitat and its significance</p> <p>Geographic approach</p> <p>Causation</p> <p>Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.</p>	<p>A. Man affects and B. Habitat is the re- C. Water in the for- earth's surface is tation, and trad D. Landforms influ E. Climate influenc F. Habitat tends to G. International pro</p> <p>A. In the field of g things and event and events that a B. Many different k earth. There are and political pro C. The distinctive p the interaction o associated with p D. Geography has e equally significan processes or amo E. Geography seeks from place to pla F. Grouping even they occur becom them.</p> <p>A. There is a relati B. Causation attemp standing of cause C. Cause and effect ation of cause and the factors involv al effects which s expands.)</p> <p>D. The fact that ever basic to a grasp of</p>

CONCEPTS	SUB-CONCEPTS
Habitat and its significance	<ul style="list-style-type: none"> <li>A. Man affects and is affected by his natural environment.</li> <li>B. Habitat is the resource base of man's society.</li> <li>C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.</li> <li>D. Landforms influence climate and the provision of food, shelter, and clothing.</li> <li>E. Climate influences ways of living.</li> <li>F. Habitat tends to direct man until he accepts or alters it.</li> <li>G. International problems are often caused by geographic conditions.</li> </ul>
Geographic approach	<ul style="list-style-type: none"> <li>A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated.</li> <li>B. Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic processes, economic, social, and political processes.</li> <li>C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.</li> <li>D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.</li> <li>E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.</li> <li>F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.</li> </ul>
Causation	<ul style="list-style-type: none"> <li>A. There is a relationship of cause and effect.</li> <li>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</li> <li>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)</li> <li>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</li> </ul>

## BEHAVIORAL OBJECTIVES

- A. The student will make maps in the form of a small atlas for two categories--those of the hot-dry lands of the Sahara, Gobi, Mojave, American, and Australian deserts and the Amazon, Congo, Malayan, and Australian rain forests.
  - B. The student will, in writing, describe instances of how the culture of people in the American desert regions has been influenced by the environment.
  - C. The student will locate the major bodies of water, lakes and rivers, on a map of Nevada and describe their vicinity.
  - D. The student will match statements pertaining to food, shelter, and clothing to the climates.
  - E. The student will give an oral explanation of at least three ways in which climate has affected the physical and cultural development of the American, African, and Australian.
  - F. The student will name at least two instances in which man has altered conditions that are influenced by the environment in the American, African, and Australian.
  - G. The student will name three examples of American Indian ceremonial dances that relate to the physical environment.
- 
- A. The student will, in writing, describe three geographic relationships shared by desert regions of the world.
  - B. The student will state in writing two examples of economic and social change in the hot, wet regions of the world.
  - C. The student will diagram the concept of the rain shadow effect on Nevada.
  - D. The student will draw the major physical features of a desert region.
  - E. The student, given a map of Nevada, will point out areas suitable for ranching and farming and name them.
  - F. The student, given a map (physical) of the Southwestern United States, will identify the general areas of desert and non-desert regions.
- 
- A. The student will name and discuss the different patterns and ways of living among people of the hot, dry deserts of the world.
  - B. The student will write a paper about three kinds of change that have occurred in the social, economic, and political life of the American Indian in the last five years.
  - C. The student will, in writing, show how factors regarding habitat are interrelated to the culture of the people.
  - D. The student will write a hypothesis on the geographic differences in places located in hot, wet and cold regions and explain such differences.

## BEHAVIORAL OBJECTIVES

for two categories--those of the hot-dry lands and those of the hot-wet lands. Included should be maps of Australian deserts and the Amazon, Congo, Malayan, and India River basins.

Show the culture of people in the American desert has been affected by their environment.

lakes and rivers, on a map of Nevada and describe the critical importance they have for residents in that area, shelter, and clothing to the climates.

the first three ways in which climate has affected the patterns of food, dress, and shelter of people in the hot, dry regions.

which man has altered conditions that are influenced by natural habitat in desert regions, such as Gobi, Atacama, and others.

Indian ceremonial dances that relate to the physical environment of the American desert.

graphic relationships shared by desert regions of the world.

economic and social change in the hot, wet regions of the world.

adow effect on Nevada.

in a desert region.

ut areas suitable for ranching and farming and name centers of population in that vicinity.

western United States, will identify the general areas which make up the Great Basin.

terns and ways of living among people of the hot, wet regions of the world.

change that have occurred in the social, economic, and political field here in Nevada during the past thirty years.

arding habitat are interrelated to the culture of the Yarubas in Nigeria and the inhabitants of the Gobi desert.

nic differences in places located in hot, wet and hot, dry regions and support his position with five reasons for

GENERALIZATION	CONCEPTS	
	Industrialization-urbanization syndrome	<ul style="list-style-type: none"> <li>A. Historically the process of industrialization-</li> <li>B. The industrial process was both cause and effect also set into motion several great social movements.</li> <li>C. Industrialization has provided jobs and new opportunities for people who wanted to improve their positions were created.</li> <li>D. With the growth of cities came slums with the demand for labor and immigration. Then came the Industrial Revolution.</li> <li>E. Industrial and commercial growth gave rise to the Industrialization-urbanization syndrome has brought about many changes and posed many serious and dangerous problems.</li> </ul>
Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determines which elements of the land are prized and utilized.	Habitat and its significance	<ul style="list-style-type: none"> <li>A. Man affects and is affected by his natural environment.</li> <li>B. Habitat is the resource base of man's society.</li> <li>C. Water in the form of oceans, rivers, and lakes influences climate, agriculture, communication, transportation, and industry.</li> <li>D. Landforms influence climate and the provision of water.</li> <li>E. Climate influences ways of living.</li> <li>F. Habitat tends to direct man until he accepts it.</li> <li>G. International problems are often caused by geographical differences.</li> <li>H. Rituals, ceremonies, and superstition of various cultures are influenced by their habitats.</li> </ul>
	Interaction	<ul style="list-style-type: none"> <li>A. Individuals enter into relationships with a group.</li> <li>B. Within a social system the interaction of individuals is continuous.</li> <li>C. Two general types of interaction are competition and cooperation.</li> <li>D. The basis of all human interaction is found in the needs of individuals.</li> </ul>

## SUB-CONCEPTS

ily the process of industrialization is a product of technical advance. Industrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and those who had led to improve their positions were drawn to the center of the industrial complex.

growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and many serious and dangerous problems.

cts and is affected by his natural environment. Natural environment is the resource base of man's society. Water, in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, weather, communication, transportation, and trade. Natural environment influences climate and the provision of food, shelter, and clothing. Natural environment influences ways of living. Natural environment tends to direct man until he accepts or alters it. Natural environment problems are often caused by geographic conditions. Ceremonies, customs, superstition of various people may be related to their physical environment.

als enter into relationships with a great number of individuals and groups. In a social system the interaction of individuals and groups follows a certain form. There are several types of interaction are competition and cooperation. Cooperation is one of all human interaction is found in social systems.

## BEHAVIORAL OBJECTIVES

- A. The student will write an essay explaining the effect of the process of industrialization on the migration of people.
  - B. The student will explain how the growth of the gaming industry and the Henderson Industrial Park led to the growth of Las Vegas.
  - C. The student will write a paragraph(s) explaining why he feels a large segment of Las Vegas population has moved to the suburbs.
  - D. The student will define migration and relate it to reasons for movement within the United States to other countries.
  - E. The student, in an oral discussion, will offer logical opinions as to the position of Indian and black citizens regarding the effects of industrialization.
- 
- A. The student will, in writing, explain how the Nevadans have altered and been altered by their natural environment.
  - B. The student, in an oral report, will tell how people of a given area have made use of natural resources.
  - C. The student will, in writing, cite facts indicating ways in which water influences the climate, agriculture, and industry.
  - D. The student will, in writing, show how climate, food, and shelter in the Sahara Desert has been influenced by the physical environment.
  - E. The student will state in an oral discussion the influence of climate on the residents of the Sahara Desert.
  - F. The student will, in writing, tell how the residents have altered certain aspects of their habitat since the time of the Pharaohs.
  - G. The student will enumerate items of controversy between Egypt and Israel over the use of the Suez Canal.
  - H. The student will describe in writing how the physical environment has influenced rituals and superstitions.
- 
- A. The student, in a written response, will express his views as to how life in the United States has been influenced by the physical environment.
  - B. The student will make a list showing the organizational structure of the family in the Fanti tribes.
  - C. The student, in an oral discussion, will state facts about how the tribes in West Africa cooperated with each other to meet their wants.
  - D. The student, in a small group discussion, will explain two instances in which interaction took place between the physical environment and the present educational system of Africa.

## BEHAVIORAL OBJECTIVES

: of the process of industrialization on the migration from farm to city in the United States over past years.  
ing industry and the Henderson Industrial Park led to the mass movement of people from other areas to Nevada.  
y he feels a large segment of Las Vegas population is attracted to this area.  
asons for movement within the United States to the hot-dry lands, and hot-wet lands.  
opinions as to the position of Indian and black ghetto areas within Las Vegas.

dans have altered and been altered by their natural environment.  
of a given area have made use of natural resources and habitat to improve their lives.  
ways in which water influences the climate, agriculture, and trade of an area.  
od, and shelter in the Sahara Desert has been influenced by the landforms of the region.  
ence of climate on the residents of the Sahara Desert and of Nigeria.  
have altered certain aspects of their habitat since their having had contact with Western culture.  
ween Egypt and Israel over the use of the Suez Canal.  
al environment has influenced rituals and superstition among the primitive people.

views as to how life in the United States has been influenced by immigrants.  
onal structure of the family in the Fanti tribes.  
about how the tribes in West Africa cooperated with each other in an effort to provide for their needs and  
in two instances in which interaction took place between the Fanti and Ashanti tribes and influenced the

GENERALIZATION	CONCEPTS	
	Social change	<p>A. Change is a neutral process; it may progress or regress.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change such as:</p> <ol style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or materials.</li> <li>3. The development of modern means of communication.</li> <li>4. Innovation as means of meeting the challenges of the environment.</li> </ol>
	Empathy	<p>A. Empathy is the concept of demonstrating the feelings of another person that are identical with or similar to the respective feelings of the observer.</p> <p>B. Empathy is a basic function in society in relation to the individual.</p> <p>C. The ability to exert empathy depends on the capacity of the individual to understand a person or a problem.</p>
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Historical method and point of view	<p>A. History is a process; a continuing development of events.</p> <p>B. Every citizen who seeks an explanation for a present situation must understand the past.</p> <p>C. A historian is an observer who stands "amid the events" and that his particular place in time and space is coloring and molding his thinking through memory and imagination.</p> <p>D. All previous observers have received past evidence and that their interpretations of events have been passed on to him from other time and space coordinates.</p> <p>E. A competent citizen should recognize that a historian is an observer and that he is himself reinterpreting the past in his own position in time and space.</p> <p>F. A student understanding these problems of a historian will learn to appreciate the selectivity of facts. He can learn respect for the historian's objectivity without becoming a skeptic or cynic. The student should learn to evaluate past evidence, noting the certitude of one group of historians over another.</p> <p>G. A healthy respect for chronology will develop in the student.</p> <p>H. Historical method is recognizing and dealing with the past in its totality, selection of facts, evaluation of facts, interpretation of facts, and synthesis of facts.</p>

## SUB-CONCEPTS

ge is a neutral process; it may progress or decline.

societies change at a more rapid rate of progress than others.

are many causes for social change such as the following:

Contact between cultures.

The interaction of new ideas or materials within a culture.

The development of modern means of communication and transportation.

Innovation as means of meeting the challenge of social, economic, and political problems.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses  
are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

Ability to exert empathy depends on the amount of knowledge and experience one has when attempting  
to understand a person or a problem.

Chronology is a process; a continuing development involving constant change.

A citizen who seeks an explanation for any event should be made to understand he has a "point of view."

A historian is an observer who stands "amid the process." This observer must realize events are flowing by  
him and that his particular place in time and space (his community, profession, church, school) are  
shaping and molding his thinking through moral pressure, stereotypes, and other current influences.

Previous observers have received past events from other points of view in time and space. Their  
interpretations of events have been passed on to the current observer colored and molded by the influence  
of their time and space coordinates.

An incompetent citizen should recognize that all evidence passed on to him is an interpretation by an earlier  
observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own  
position in time and space.

A student understanding these problems of a continually changing process can be taught something of  
the relativity of facts. He can learn respect for all evidence and the need to doubt all evidence without  
becoming a skeptic or cynic. The student should become aware of the need for continual reevaluation of  
evidence, noting the certitude of one generation often is labeled fallacious by the next.

A healthy respect for chronology will develop better understanding of the relationships of cause and effect.  
A critical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view,  
selection of facts, evaluation of facts, interpretation, chronology, and causal relationships.

## BEHAVIORAL OBJECTIVES

- A. The student in an oral presentation will compare and/or contrast early day transportation in Nevada to include railroads, highways, and airlines and comment on the effects of these on the economic and social increase and gaming.
- C. The student will describe how inventions in communication and transportation such as the telephone were used.
- A. The student will write a paper about the Jesuit Priests, or George Campbell and George Kipp who were here and they exhibited empathy toward the Indians.
- B. The student will choose and describe in writing some incident or experience of which he has personal empathy.
- C. The student will orally cite two examples or occasions of his having had some contact with other ethnic behavior.
- A. The student will write his opinions about the influence of the Civil War on the progress of Nevada to include the Comstock Lode.
- C. The student will be able to explain in writing the theory that at one time Nevada was covered by a layer of imbedded shells.
- D. The student will write an essay on the hardships and tragedies associated with early pioneers who struck the Sierra Mountains during the months of snow and cold weather.
- E. The student will write a biographical sketch of one of the early settlers who figured prominently in the Comstock.
- F. The student, as a history selection writer, will record the events, incidents, and episodes about one town Ophir.
- G. The student, from a given list of places (towns and cities) in Nevada, will rearrange them in chronological order and its relation to such activities today.
- H. The student in an oral discussion will state his opinions about the fund-raising activity practiced during the Gold Rush and its relation to such activities today.

## BEHAVIORAL OBJECTIVES

contrast early day transportation in Nevada with that of the present time. The student will  
the effects of these on the economic and social life of Nevada.

the events in the development of Nevada from statehood to the present pertaining to population  
and transportation such as the telephone and railroad helped in the early development of Nevada.

George Campbell and George Kipp who were tribal superintendents, and explain ways in which  
spent or experience of which he has personal knowledge that exemplifies the importance of one having  
his having had some contact with other ethnic groups that led him to a better understanding of human  
the Civil War on the progress of Nevada from territory to statehood.  
actions of power, e.g., the Comstock Lode, the Bonanza Firm, and the Bank Crowd.  
that at one time Nevada was covered by a great sea, e.g., water cut marks on mountain sides, fossils, and  
dies associated with early pioneers who struggled in the vastness of Nevada's Sierra Nevada  
e early settlers who figured prominently in the history of the State of Nevada, e.g., Butler, Sutro, or  
e events, incidents, and episodes about one of Nevada's mining towns, e.g., Rhyolite, Manhattan, or  
in Nevada, will rearrange them in chronological order in which they were founded or established.  
about the fund-raising activity practiced during the Civil War of selling a sack of flour over and over

## SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 4

### STANDARD FOCAL REFERENCE GUIDES

(1 per 6 students)

Hammond  
My State (Nevada)

Laidlaw  
Regions and Social Needs

### CONCEPT PENETRATION SOURCES

(For Hot Dry Regions)

Allyn and Bacon  
A Journey Through Many Lands

Ginn  
At Home Around the World

Harcourt, Brace, and World  
The World Around Us

Harper and Row  
Today's Basic Science

Holt, Rinehart and Winston  
Around the Earth

Macmillan  
Living In Our Country and Other Lands

Pantheon  
My Village (Series)

Silver Burdett  
Our Big World

### CONCEPT PENETRATION

Allyn and Bacon  
A Journey Through

Ginn  
At Home Around

Harcourt, Brace, and  
The World Around

Holt, Rinehart, and W  
Around the Earth

Houghton Mifflin  
Citizens All

Macmillan  
Living in Our Cou

Pantheon  
My Village (Seri

Silver Burdett  
Our Big World

### CONCEPT PENETRATION

Childrens Press  
Enrichment of Am  
Nevada  
History of Nevada  
Century in Mead  
Nevada American  
Nevada Governm

## SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 4

(1 per 6 students)

### CONCEPT PENETRATION SOURCES

(For Hot Wet Regions)

Allyn and Bacon  
A Journey Through Many Lands

Ginn  
At Home Around the World

Harcourt, Brace, and World  
The World Around Us

Holt, Rinehart, and Winston  
Around the Earth

Houghton Mifflin  
Citizens All

Macmillan  
Living in Our Country and Other Lands

Pantheon  
My Village (Series)

Silver Burdett  
Our Big World

### CONCEPT PENETRATION SOURCES (For Nevada)

Childrens Press  
Enrichment of America-Nevada  
Nevada  
History of Nevada  
Century in Meadow Valley  
Nevada American Guides Series  
Nevada Government

CONCEPT PENETRATION SOURCES (For Geography)

FILMST

Allyn and Bacon  
Understand Maps

Eye G

Crofts  
Child's Geography of the World

FILMST

Evans  
Why We Live Where We Live

Colon

Follett  
Study Lessons in Map Reading

S

Little Publisher's  
Map Making: The Art That Became a Science

A

McGraw - Hill  
Reading Latitude From Maps  
Reading Longitude From Maps

E

Sullivan  
Sullivan Program Geography I, II, III

A

Weekly Reader  
Map Making  
Map Skills for Today  
Developing Table and Graph Skills

C

FILMSTRIPS (For Hot Dry Regions)

TRANS

Eye Gate  
Deserts  
The Desert (Super 8 loops)

Instruc

M

L

M

ES (For Geography)

FILMSTRIPS (For Hot Wet Regions)

Eye Gate  
Life in Tropical Rain Forest  
Tropical Rainforest (loop)  
Pressure and Winds of Monsoon (loop)

FILMSTRIPS AND SLIDES (For Geography)

Colonial Films  
South America  
Asia  
Europe  
Africa  
Antarctica  
Oceania - Australia  
North America

Encyclopaedia Britannica  
Maps and How to Use Them  
People and Places in the Eastern Hemisphere

Filmstrip House  
Our Geography

McGraw - Hill  
Maps and Globes, Set I and 2

TRANSPARENCIES (For Geography)

Instructo  
Maps of the U.S.  
U.S. Maps - 850A  
Map Reading - 851B

Time Zones - 848-I  
U.S. Maps and Map Reading - A  
Map Reading - B

Popular Science  
Maps of the U.S.  
World Geography

MAPS, GLOBES, ATLASES (For Geography)

Hammond  
My First World Atlas  
Intermediate World Atlas

Nystrom  
Map Symbols and Geographic Terms

Rand McNally  
Classroom Atlas

Life in ar...  
The Nile...  
Its Peo...  
A Close...  
Oasis F...  
Arabian...

16mm FILMS

Clark County  
Life In H...  
Amazo...  
Tropical...  
A People...  
Life in H...  
African C...  
West Afric...  
East Afric...  
The Amaz...

TAPES AND FILM LOOPS

Eye Gate (8mm Film Loops -Super 8)  
Tundra  
The Desert  
The Savanna  
Latitude  
The Movement of the Earth  
Around the Sun

16mm FILMS

Clark County  
Ghost Tow...  
Ghosts of...  
I Live on...  
Nevada a...  
Bonanza  
Early Nev...  
Nevada:  
The South...  
Far Weste...  
Southwest...  
A Close L...  
Pioneer Bu...

16mm FILMS (Owned by the District)  
(For Hot Dry Regions)

Clark County Media Operations  
Life of Nomad People--Desert Dwellers F 5393  
African Continent (Northern Region) F 1059

Life in an Oasis-- Northern Africa F5385  
The Nile Valley and  
Its People F 0843  
A Close Look at Desert Animals F 5205  
Oasis F 5034  
Arabian Children F 0773

16mm FILMS (Owned by the District)  
(For Hot Wet Regions)

Clark County Media Operations  
Life In Hot Rain Forests--  
Amazon Basin F0069  
Tropical Rain Forest F 0350  
A People Of The Congo- F0082  
Life in Hot Wet Lands - The Congo Basin F5389  
African Continent - Tropical Region F 1060  
West Africa-Tropical Lowlands F1361  
East Africa- Tropical Highlands F1356  
The Amazon - Life Along the River in Brazil F 1468

16mm FILMS (Owned by the District)  
( For Nevada )

Clark County Media Operations  
Ghost Towns of Virginia City F 0760  
Ghosts of the Golden West F 0201  
I Live on the Mojave Desert F 1021  
Nevada and It's Natural Resources F 0206  
Bonanza F 1055  
Early Nevada F 0203  
Nevada: Land of Surprises F 0205  
The Southwest - Land of Promise F 0967  
Far Western States F 0045  
Southwestern States F 0088  
A Close Look at Desert Animals F5205  
Pioneer Burro, The F 1054

16mm FILMS (Owned by the District)  
(For Geography)

Clark County Media Operations  
Homes Around the World- F 5109  
Map Skills - Using Different Maps Together- F5395  
Maps: Where Am I? - F 5516  
Maps Are Fun - F 0070  
Reading Maps - F0084  
The Language of Maps- F5075  
Making a Map- F0704  
Reading Weather Maps- F 1162

SUPPLEMENTARY

BOOKS

Field

China Boy  
Stranger at Cherry Hill  
Chumash Boy  
The Magic Boy

Franklin

Japan

Hammond

Flags of American History

Holt, Rinehart and Winston  
American Biographies

Houghton Mifflin

Proudly We Hail  
Blind Man Can  
What a Highway!

Pantheon

My Village (Series)

Prentice - Hall  
People and Their Actions (Man in Action Series)

109  
Maps Together- F5395

FILMSTRIPS

McGraw - Hill  
The History of the American Negro Series

Schloat  
Exploding the Myth of Prejudice

Society for Visual Education  
Leading American Negroes

TRANSPARENCIES

Civic Education Service  
Negro History

PICTURES

Silver Burdett  
Families Around the World  
Living in the United States  
Living in Kenya  
Living in France  
Living in Japan  
Living in Brazil  
The Earth, the Home of People  
Children of Australia and Pacific Islands  
Children of Africa

16mm FILMS (Owned by the District)

Clark County Media Operations  
Our Country's Song - F5420  
The Meaning of Patriotism - F1140  
What America Means to Me - F 1337

	GENERALIZATION	CONCEPTS
<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p> <p style="text-align: center;">GEOGRAPHY Level 5</p> <p>Vehicles</p> <p>Hawaii--Paradise of the Pacific Historical Geography of the United States Our Exploding Metropolises Alaska--The 49th State</p>	<p>Habitat and its significance</p> <p>Geographical approach</p> <p>Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.</p> <p>Causation</p>	<p>A. Man a B. Habita C. Water earth's station D. Landfo ing. E. Climat F. Habita G. Interna H. Rituals their p</p> <p>A. In the things and ev B. Many o earth. C. The dis the inre ciatea D. Geogra equall esses c E. Geogra from pi F. Group occur e</p> <p>A. There i B. Causat ing of c C. Cause tion of the fac effects D. The fac basic t</p>

N	CONCEPTS	SUB-CONCEPTS
	Habitat and its significance	<ul style="list-style-type: none"> <li>A. Man affects and is affected by his natural environment.</li> <li>B. Habitat is the resource base of man's society.</li> <li>C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.</li> <li>D. Landforms influence climate and the provision of food, shelter, and clothing.</li> <li>E. Climate influences ways of living.</li> <li>F. Habitat tends to direct man until he accepts or alters it.</li> <li>G. International problems are often caused by geographic conditions.</li> <li>H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.</li> </ul>
ea ho- of spe- to re- tion is intel-	Geographical approach	<ul style="list-style-type: none"> <li>A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated.</li> <li>B. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.</li> <li>C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.</li> <li>D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.</li> <li>E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.</li> <li>F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.</li> </ul>
	Causation	<ul style="list-style-type: none"> <li>A. There is a relationship of cause and effect.</li> <li>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</li> <li>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands).</li> <li>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</li> </ul>

## BEHAVIORAL OBJECTIVE

- A. The student will explain in oral discussion the problems surrounding the seal population of the Arctic and what decisions and agreements were made about them.
  - B. The student will orally or in writing state the ways the inland passage to Alaska serves the needs of the country.
  - C. The student will list Alaska's largest cities and cite some factors influencing their growth and development.
  - D. The student will pretend he is a resident of Alaska and choose an occupation for himself in the state.
  - E. The student will compare the climate and economic base of Ketchikan and Fairbanks, indicating the differences.
  - F. The student in an oral discussion will explain ways in which the people of Hawaii have altered their environment to meet their needs.
  - G. The student will select media and gather facts about the geographical aspects and significance of the islands of Hawaii. He will state in a discussion ways in which the United States and Japan might occasionally clash in their interests, needs, concerns and uses of the islands.
  - H. The student in a study team will do research on the significance of figures and idols as they relate to the Hawaiian Islands. He will draw sketches of the figures/idols.
- 
- A. The student will name five common problems the five largest metropolitan areas in the United States face.
  - B. The student will point out places that are important for fishing, whaling, and the hunting of seals.
  - C. The student will draw a section of a map showing the location of Alaska's Matanuska Valley and the major rivers and mountains of the area.
  - D. The student will describe in writing the step-by-step processes involved in Hawaii's pineapple industry.
  - E. The student will state in a discussion ways in which the problem of population pressure, resulting from the growth of the cities, has affected the way of life in Hawaii.
  - F. The student will label the five largest cities on a blank map of the United States.
- 
- A. The student will write a paper stating his views and opinions as to the cause and effects of soil erosion.
  - B. The student will identify the problem, event, or circumstance that he will select according to the statement "a single act may bring about a chain of events."
  - C. The student will choose a historical event that exemplifies the statement "a single act may bring about a chain of events."
  - D. The student will state the events and circumstances that constituted certain causes that led to the outbreak of World War II.

## BEHAVIORAL OBJECTIVES

surrounding the seal population of the Pribilof Islands. He will include countries involved in these about them.

land passage to Alaska serves the needs of the people and describe ways they have found to make use of it. factors influencing their growth and importance.

choose an occupation for himself in that state giving reasons for the choice made.

of Ketchikan and Fairbanks, indicating his views as to the potential growth and economic importance of each. which the people of Hawaii have altered their environment and argue the pros and cons as to whether these

geographical aspects and significance of the Bering Sea and give his opinions as to how and why the United  
ests, needs, concerns and uses of the area.

significance of figures and idols as they relate to the myths and rituals of the natives of a given area and draw

greatest metropolitan areas in the United States share.

fishing, whaling, and the hunting of fur seals on a given list of geographic locations.

cation of Alaska's Matanuska Valley and will write a news report about the history, settlement, and develop-

processes involved in Hawaii's pineapple production.

problem of population pressure, resulting in blight and congestion in our cities, could be eased.

map of the United States.

nions as to the cause and effects of slum districts in our cities.

stance that he will select according to his interest and affinity, e.g., the cause of erosion is removal of  
ons.

ies the statement "a single act may bring about several effects," and will chart the cause-effect relationship

constituted certain causes that led to far-reaching action by the inhabitants of the island of Tristan da Cunha.

GENERALIZATION	CONCEPTS	
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	<p>Culture</p> <p>Institution</p> <p>Dignity of man</p> <p>Geographical approach</p>	<p>A. People are much alike in feelings and needs.  B. People in other lands have customs and traditions.  C. People throughout the world today are striving at the same time, making changes to improve their lives.  D. Individuals and groups of individuals of diverse backgrounds and cultures interact.</p> <p>A. Every institution has special statutes and regulations.  B. The three primary institutions in American society are the family, the church, and the state.  C. Institutions are creations that developed from the needs of people.  D. Every major institution must have organizational chart.</p> <p>A. Religions have developed a belief in the reverence of all life.  B. All men are expected to respect the dignity of all other men.  C. Human dignity should imply to every citizen the right to a decent life.  D. Worth of an individual cannot be judged by his or her social status.</p> <p>A. In the field of geography, attention is focused on the interconnections among things and processes.  B. Many different kinds of processes of change are economic, social, and political processes.  C. The distinctive purpose of geographic study is to relate to unlike processes that are associated with each other.  D. Geography has examined the interaction between and among diverse cultural processes.  E. Geography seeks understanding of the causes of change.  F. Grouping events and concepts together by the principle by which to approach and analyze them.</p>

## SUB-CONCEPTS

le are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.  
ie in other lands have customs and traditions that have been passed down to them.

le throughout the world today are striving to keep certain cultures and traditions that they value and at  
ame time, making changes to improve their way of life.

iduals and groups of individuals of diverse background have contributed to our cultural heritage.

y institution has special statutes and roles.

three primary institutions in American society have different effects on individuals within the society.

stitutions are creations that developed from needs of human beings.

y major institution must have organization and a code of norms and specifications.

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an dignity should imply to every citizen the worth of all individuals.

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action among diverse cultural processes or among physical and biotic phenomena.

graphy seeks understanding of the causes and consequences of differences from place to place on the earth.  
oping events and concepts together by the area on the globe in which they occur becomes an orderly  
principle by which to approach and analyze them.

## BEHAVIORAL OBJECTIVES

- A. The student will in writing compare the culture of given groups living in Alaska, e.g., Eskimos, Aleuts, Indians.
  - B. The student will write a short essay explaining current customs and traditions in either Holland, France, or Italy.
  - C. The student will identify various regions in Colonial America from the standpoint of which European settlements today.
  - D. The student will name at least three contributions received from the Apache Indians.
- 
- A. The student in a discussion group will compare the institutions of home, family, and school in Alaska with those of each on a ten year old.
  - B. The student will write a description of the mission schools in Alaska and explain what services they provided.
  - C. The student will orally explain why in our society we respect and have empathy for all cultural groups.
  - D. The student will make a list of rules followed by banks in the process of granting loans and extending credit.
- 
- A. The student will, in an oral presentation, tell what human dignity means to him and tell why it is separate from other values.
  - B. The student, given a great work of art, will tell how it depicts a reverence for life and living, e.g., Michelangelo's David.
  - C. The student will name his own favorite art form and give reasons for his choice, e.g., poetry, music, painting, sculpture.
  - D. The student will explain in one essay why no one places a value on human beings in terms of a price.
- 
- A. The student will name five common problems the five largest metropolitan areas in the United States face.
  - B. The student will label the five largest cities on a blank map of the United States.
  - C. The student will explain how the recently completed St. Lawrence Seaway has increased the importance of the Great Lakes to the United States.
  - D. The student will play the role of an American looking for a place to make a home and will choose an area.
- 
- E. The student will write his views on how the disappearance of the buffalo opened up the opportunity to settle the West of America during the 1800's.
  - F. The student will write how completion of the transcontinental railroad and subsequent feeder lines aided westward expansion.

## BEHAVIORAL OBJECTIVES

living in Alaska, e.g., Eskimos, Aleutian Indians.

and traditions in either Holland, France, England, or Scandinavia.

from the standpoint of which European ethnic groups settled there and contrast this to geographic

the Apache Indians.

home, family, and school in Alaska with those of Las Vegas and speculate on the probable effects

Alaska and explain what services they provide for the Indians there.

and have empathy for all cultural groups of men regardless of how different from us they may be.

process of granting loans and extending credit and tell why he thinks these rules are necessary.

means to him and tell why it is separate and apart from the accomplishments of individuals.

everence for life and living, e.g., paintings by Michaelangelo.

for his choice, e.g., poetry, music, sculpture.

on human beings in terms of a price (dollars and cents).

metropolitan areas in the United States share.

the United States.

ice Seaway has increased the importance of certain cities of Canada and the United States.

to make a home and will choose and name a place and give reasons for his selection.

the buffalo opened up the opportunity for the establishment of the cattle business on the Great Plains

and subsequent feeder lines aided the growth and expansion of cattle raising on the open range.

GENERALIZATION	CONCEPTS	SUB
The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location of situation.	<p>Industrialization-urbanization syndrome</p> <p>Habitat and its significance</p> <p>Social change</p> <p>Interaction</p>	<p>A. Historically, the process of industrialization is a...      B. The industrial process was both cause and effect - also set into motion several great social movements.      C. Industrialization has provided jobs and new ways wanted to improve their positions were drawn to...      D. With the growth of cities came slums with their...      E. Industrial and commercial growth gave rise to tr...      Industrialization-urbanization syndrome has give b...      posed many serious and dangerous problems.</p> <p>A. Man affects and is affected by his natural environment.      B. Habitat is the resource base of man's society.      C. Water in the form of oceans, rivers, and lakes can...      agriculture, communication, transportation, and      D. Landforms influence climate and the provision of      E. Climate influences ways of living.      F. Habitat tends to direct man until he accepts or al...      G. International problems are often caused by geogra...      H. Rituals, ceremonies, and superstition of various p...</p> <p>A. Change is a neutral process; it may progress or de...      B. Some societies change at a more rapid rate of pro...      C. There are many causes for social change such as:      1. Contact between cultures.      2. The interaction of new ideas or materials within      3. The development of modern means of communica...      4. Innovation as means of meeting the challenge...</p> <p>A. Individuals enter into relationships with a great n...      B. Within a social system the interaction of individu...      C. Two general types of interaction are competition...</p>

## SUB-CONCEPTS

orically, the process of industrialization is a product of technical advance. Industrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and tried to improve their positions were drawn to the center of the industrial complex. In the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and many serious and dangerous problems.

Man affects and is affected by his natural environment.

Nature is the resource base of man's society.

Nature in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

Nature influences climate and the provision of food, shelter, and clothing.

Nature influences ways of living.

Nature tends to direct man until he accepts or alters it.

National problems are often caused by geographic conditions.

Customs, ceremonies, and superstition of various people may be related to their physical environment.

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

Contact between cultures.

The interaction of new ideas or materials within a culture.

The development of modern means of communication and transportation.

Innovation as means of meeting the challenge of social, economic, and political problems.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

## BEHAVIORAL OBJECTIVES

- A. The student will prepare a graph indicating industrial and urban growth in America.
  - B. The student, working in a study team, will prepare a written report in which he will explain that industry causes the other.
  - C. The student will plot the distribution of population before World War II on a blank map of the United States and explain the reasons for the shift in the population.
  - D. The student will write his version about the types of people involved in the population shift and why they moved.
  - E. The student will write factors that have accompanied the process of industrialization in the United States, (1) the benefits brought by industrialization, (2) the problems created by industrialization.
- 
- A. The student will present all of the facts concerning the events and circumstances under which the United States became involved in the Spanish-American War.
  - B. The student will describe the story of the settlement of Matanuska and tell how the habitat affected the settlers.
  - C. The student will list the areas in Nevada where water pollution is a matter of concern.
  - D. The student will, in a group discussion, describe how the climate of Hawaii has influenced ways of living there.
  - E. The student will research and collect materials depicting life in Hawaii as it is influenced by the presence of tourists.
  - F. The student will list the way the early pioneers of America altered their environment to make it more suitable for their needs.
  - G. The student will state why France's ownership of the Great Mississippi River Valley (early 1800's) was important to the United States.
  - H. The student will describe a ritual that the Pilgrims initiated as a result of the harsh physical environment they found in New England.
- 
- A. The student will orally compare the changes that have taken place in the north central region of the United States during the last century.
  - B. The student, in a written response, will explain how population density and urban expansion have brought about changes in the way people live.
  - C. The student, in an oral discussion, will present his understanding of the effects of contact between cultural centers in the north central states.
- 
- A. The student will prepare a chart showing the countries, numbers of people, cultural connections, and economic interdependence of Latin America.
  - B. The student will describe the form of the Hawaiian Luau ritual.
  - C. The student will, in a group discussion, tell how Las Vegas's Helldorado festivities exemplify cooperation among different cultures.

## BEHAVIORAL OBJECTIVES

growth in America.

part in which he will explain that industrialization and urbanization are so interrelated that one can

War II on a blank map of the United States and show which areas have been most affected by shifts

involved in the population shift and why they moved to the urban centers.

of industrialization in the United States and place these factors under the following headings: (1) the  
industrialization.

and circumstances under which the United States acquired Alaska.

and tell how the habitat affected this settlement.

a matter of concern.

Hawaii has influenced ways of living on the islands, particularly in tourism and trade.

Hawaii as it is influenced by the present physical environment.

and their environment to make it more habitable.

Mississippi River Valley (early 1800's) was a problem to our government.

result of the harsh physical environment they found in America.

ence in the north central region of the United States with those that have occurred in the south central

density and urban expansion have brought into focus the need for more modern means of transportation.

the effects of contact between cultures and the interaction of new ideas within cultures on the urban

of people, cultural connections, and areas of settlement of all the cultures found in our society in

Colorado festivities exemplify cooperation in our community.

GENERALIZATION	CONCEPTS	
Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.	<p>Comparative advantage</p> <p>Input and output</p> <p>Causation</p>	<p>A. A nation, group, or individual must have long been aware of the advantages and disadvantages of the same.</p> <p>B. Compromise and adjustment are an important consideration in the same.</p> <p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy, there must be a balance between production and consumption.</p> <p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking which can understand only if they know enough about the causes and effects which seemingly become multiplied.</p> <p>C. Cause and effect have the character of multiplicity. They can be understood only if they know enough about the causes and effects which seemingly become multiplied.</p> <p>D. The fact that events do not just happen but that they have meaning in the context of all social action.</p>

### SUB-CONCEPTS

on, group, or individual must have long-range goals for which to strive and in moving towards these goals, aware of the advantages and disadvantages that develop along the way.

romise and adjustment are an important consideration when advantages enjoyed by two opposing forces are at stake.

Individuals are producers of either goods or services.

Individuals are consumers; directly or indirectly they influence the production of items.

In a stable economy, there must be a balance between production and consumption.

There is a relationship of cause and effect.

This concept attempts to develop a method of thinking as well as an understanding of causes and effects around us.

The concept of cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)

The concept that events do not just happen but that they are caused appears to be basic to a grasp of the course and to an understanding of all social action.

## BEHAVIORAL OBJECTIVES

- A. The student will write how the South has employed long-range goals in making changes in their farming.
- B. The student will, in writing, tell how the high land owners of the South compromised and made certain of their large land parcels.
  
- A. The student will explain the gross limitations of goods and services available to customers during the depression.
- B. The student will research conditions and circumstances that led to Ford Motor Company's design and reasons for the failure of this production.
- C. The student will state the law of supply and demand and give an example.
  
- A. The student will state five reasons why people in the south no longer clear timberlands for farming but change the use of the land from farming to forestry.
- B. The student will state the causes and effects of the great trek of the Mormons from points east to what is now the state of Utah.
- C. The student will construct a simple flow chart showing the causes and events that led to the purchase of Alaska.
- D. The student will distinguish between Alaska of 1867 and 1967 from the standpoint of land utilization.

## BEHAVIORAL OBJECTIVES

range goals in making changes in their farming economy.

owners of the South compromised and made certain adjustments--whereas the plantation owners made other uses

and services available to customers during the horse and buggy days.

that led to Ford Motor Company's design and production of a car called the Edsel and write a report giving

and give an example.

south no longer clear timberlands for farming but allow timber on the land to grow and why they have begun to

east trek of the Mormons from points east to what is now the state of Utah.

the causes and events that led to the purchase of Alaska in 1867 and the many effects that have resulted.

nd 1967 from the standpoint of land utilization and its potential importance to the United States.

SUGGESTED MULTI-MEDIA FOR GEOGRAPHY--

STANDARD FOCAL REFERENCE GUIDES

Suggested that one of the following be made available for each student

Benefic Press  
You and the United States

Ginn  
Your Country and Mine  
The United States and Canada  
Trails to Freedom

Harper and Row  
The Story of Our Country

Holt, Rinehart and Winston  
In the United States and Canada

Macmillan  
Living in the United States

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 15 students

Century  
Negro American Heritage

Children's Press  
Enchantment of America Series (50 books)  
Pictorial Encyclopedia of American History (17 volumes)  
America and its Indians  
The Americas - The United States and Its Possessions

## D MULTI-MEDIA FOR GEOGRAPHY--LEVEL 5

made available for

- Fearon  
Alaska  
Hawaii: Its Living Resources  
Hawaii: Its Physical Aspects
- Fideler  
American History and Culture  
Geography of the United States Series  
The Northeast  
The South  
The Midwest  
The West
- Field Education  
Chumash Boy  
Minorities Series  
Viking of the Plow  
A Road for Rudi  
The Magic Door  
Stranger at Cherry Hill  
China Boy  
Kings Son
- Follett  
Library of American Heroes
- Franklin  
Westward the Nation  
Westward the Nation in Song, Dance, and Story
- Ginn  
Trail Blazers of American History  
Fifteen Families

be made

books)  
istory (17 volumes)

Its Possessions

Harcourt, Brace, and World  
40 American Biographies

South  
Alaska  
New  
North  
Middle  
Our  
North  
Story

Holt, Rinehart, and Winston  
American Biographies

Laidlaw Brothers  
Great Names in American History

Macmillan  
Kiowa Years  
They Made America Great

Filmstrip House  
People and  
Regions

SRA  
Our Working World - Cities at Work

Learning Arts  
Historical

Silver Burdett  
Adventures in American History

RMI  
American

Wichita Eagle and Beacon  
Living Textbook

Society for Visual  
Geography  
Leading  
Use and

### FILMSTRIPS

Bailey  
Great Explorers of America (5)  
Understanding Citizenship

Wasp  
Minorities

Curriculum Materials  
How Geography Moved Civilization  
Spanish Explorers  
Western Pioneer Trails

### TRANSPARENCIES

Allyn and Bacon  
Alpha Materials

Encyclopaedia Britannica  
Settling the New World

Learning Arts  
Series

Eye Gate  
Regional Studies

Southwestern States  
Alaska, Hawaii, Puerto Rico  
New England States  
North Central States  
Middle Atlantic States  
Our Southern States  
Northwest States  
Story of America's People

Filmstrip House  
People and Places (sound)  
Regions of the United States

Learning Arts  
Historical Portraits of the Black American (sound)

RMI  
American History

Society for Visual Education  
Geography of 50 States of America (18)  
Leading American Negroes  
Use and Display of the Flag

Wasp  
Minorities Have Made America Great

#### TRANSPARENCIES

Allyn and Bacon  
Alpha Map Transparencies

Learning Arts  
Series tss-3 United States Geography

## MAPS AND ATLASES

Denoyer - Geppert

See Catalog

Ginn

Ginn World Atlas

Hammond

My First World Atlas

Nystrom

See Catalog

## RECORDS

Learning Arts

Teaching Children Values

## TAPES

Photo and Sound

Kentucky

Beginning Westward Movement

Settlement of Northwest Territory

Settlement of Florida

The Oregon Territory

The Louisiana Territory

Revolutionary War: West and South

## KITS

Bailey

Filmstrip and Record - Map and Artifacts

- Hubbard  
Elementary Land Form Models
- Merrill  
American History Time Line and Date Chart
- Scholastic Books  
Curriculum Units (Prejudice)
- SRA  
Basic Skill Series - Graph and Picture Study Skills Kit

FILMS

- Coronet
- North American Regions: Rocky Mountains
  - Lewis and Clark Journey
  - North American Regions: Pacific Coast
  - Boyhood of Abraham Lincoln
  - Boyhood of George Washington
- McGraw - Hill
- Change in the Western Mountains
  - Our Immigrant Heritage
  - Cortez and the Legend (1 and 2)
  - United States Becomes a World Power
  - Tippecanoe and Lyndon Too
  - History of the Negro in America I - II - III
  - Golden Twenties

	GENERALIZATION	CONCEPTS	
<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p> <p>GEOGRAPHY Level 6</p> <p><u>Vehicles</u></p> <p>Greece—Ancient and Modern The Union of Soviet Socialist Republics &amp; the Two Chinas Japan Bolivia—The Land of the Crocodile Central Africa</p>	<p>The character of a place is the product of the past as well as an interim phase in an ever changing existence.</p>	<p>Conflict--its origin, expression, and resolution  Social change  Empathy</p>	<p>A. Conflict is... and of civilization B. Society is... than to minimize existence, we... help them to... reality with... C. This concept... patterns of... individuals and the...</p> <p>A. Change is a... B. Some societies... C. There are many... 1. Contact betw... 2. The interact... 3. The develop... 4. Innovation and politico...</p> <p>A. Empathy is the... through one's... responses of other... B. Empathy is a basic... and behavior of... C. The ability to... experience one...</p>

ATION	CONCEPTS	SUB-CONCEPTS
	Conflict--its origin, expression, and resolution	<p>A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict, and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution, whether with classmates, between individuals and the state, or between nations to be used throughout life.</p>
a place is the st as well as an on ever ce.	Social change	<p>A. Change is a neutral process; it may progress or decline.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change, such as the following:</p> <ol style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or materials within a culture.</li> <li>3. The development of modern means of communication and transportation.</li> <li>4. Innovation as means of meeting the challenge of social, economic, and political problems.</li> </ol>
	Empathy	<p>A. Empathy is the concept of demonstrating ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.</p>

## BEHAVIORAL OBJECTIVES

- A. The student will be able to cite the events and/or incidents involved in the conflict between King and Queen.
  - B. The student will be able to discuss the arguments used by the military regime in justifying their actions.
  - C. The student will state his own preference of whether he would rather live in Greece as it was in ancient times or as it is today.
- 
- A. The student will name three causes of the decline of Ancient Greece and three problems occurring during the decline.
  - B. The student will write an essay comparing the progress of early Greek culture with today's Greek culture and the Greek political structure.
  - C. The student will assume the role of a newspaper editor and write an editorial deplored the rise of Hitler and the Nazi's in Germany as the cradle of democracy and culture.
- 
- A. The student, working in a study team, will research the ways llamas and camels are used as beasts of burden and the contrasts related to this use.
  - B. The student will put himself in the role of a Chinese and will give an explanation of why many Chinese wear a gauze covering over mouth and nose, the wide brimmed hat, and loose fitting pajama like garments.
  - C. The student, working in a team, will research Russian everyday habits of eating and drinking and writing and America's custom of having a cup of coffee (Samovar).

## BEHAVIORAL OBJECTIVES

idents involved in the conflict between King Constantine and the Greek military junta.

by the military regime in justifying their actions in taking over Greece.

e would rather live in Greece as it was in ancient times or as it is today and give reasons for his choice.

ncient Greece and three problems occurring there today.

of early Greek culture with today's Greek culture in terms of social changes. He will do the same with

and write an editorial deplored the rise of military rule in the country of Greece, a country eulogized  
culture.

vays llamas and camels are used as beasts of burden and give an oral report stating the similarities and

nd will give an explanation of why many Chinese wear certain items of their costume or attire, e.g., cotton  
ed hat, and loose fitting pajama like garments.

everyday habits of eating and drinking and write a description or an account of the Russian equivalent of

GENERALIZATION	CONCEPTS	
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Historical method and point of view	<p>A. History is a process-- a continuing development</p> <p>B. Every citizen who seeks an explanation for</p> <p>C. A historian is an observer who stands "amid him and that his particular place in time and space is molding his thinking through moral pressure"</p> <p>D. All previous observers have received past interpretations of events have been passed on to time and space coordinates.</p> <p>E. A competent citizen should recognize that he is an observer and that he is himself reinterpreting his position in time and space.</p> <p>F. A student understanding these problems of a variety of facts. He can learn respect for all evidence, even if it is skeptical or cynical. The student should become aware of the certitude of one generation often differing from another.</p> <p>G. A healthy respect for chronology will develop</p> <p>H. Historical method is recognizing and dealing with the selection of facts, evaluations of facts, interpretations of facts.</p>

### SUB-CONCEPTS

is a process-- a continuing development involving constant change.

citizen who seeks an explanation for any event should be made to understand he has a "point of view."

orian is an observer who stands "amid the process." This observer must realize events are flowing by  
d that his particular place in time and space (his community, profession, church, school) are coloring  
uiding his thinking through moral pressure, stereotypes, and other current influences.

Previous observers have received past events from other points of view in time and space. Their interpretations of events have been passed on to the current observer colored and molded by the influence of other time and space coordinates.

A competent citizen should recognize that all evidence passed on to him is an interpretation by an earlier observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own position in time and space.

A student understanding these problems of a continually changing process can be taught something of selectivity and objectivity. He can learn respect for all evidence and the need to doubt all evidence without becoming a cynic or skeptic. The student should become aware of the need for continual reevaluation of past evidence, for the certitude of one generation often is labeled fallacious by the next.

Respect for chronology will develop better understanding of the relationships of cause and effect.

The scientific method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view, interpretation of facts, evaluations of facts, interpretation, chronology, and causal relationships.

## BEHAVIORAL OBJECTIVES

- A. The student, using a resource map of Russia and acting as a newspaperman, will write a commentary on Russia's important industrial cities.
- B. The student, studying a map, will orally present his own point of view as to how much of Russia's vast land area is suitable for agriculture.
- C. The student will assume the role of a writer of history and choose some incident, event, or proposal of the benefit of posterity, e.g., the negative income tax proposal, the 1968 Presidential campaign, the Boxer Rebellion, the Japanese invasion of Manchuria, the overthrow of the Russian Czar.
- D. The student will compare two different articles dealing with the Boxer Rebellion, list the differences and reasons for these differences.
- E. The student will be able to name the major kinds of sports that are popular in modern Japan and explain Japan's reputation as being a "hermit nation."
- F. The student will be able to present arguments along with evidence for both the pro and con side of the Japanese invasion of Manchuria.
- G. The student, given certain events and/or episodes from history, will place them on a list in chronological order.
- H. The student will be able to identify sources of information that would be useful in searching out historical records, private papers, and journals.

### BEHAVIORAL OBJECTIVES

newspaperman, will write a commentary on the growth and development of Magnitogorsk as one of  
t of view as to how much of Russia's vast territory is productive, usable, valuable, and/or desirable.  
choose some incident, event, or proposal of special interest to him and write his account of this for  
posal, the 1968 Presidential campaign, the space voyage of Apollo 10, and modern railroads of  
the Boxer Rebellion, list the differences he finds in the two interpretations, and supply his own  
at are popular in modern Japan and explain how the information compares to Japan's one-time  
vidence for both the pro and con side of the idea that a "generation gap" is is not a new development  
,will place them on a list in chronological order,e.g., the Boxer Rebellion, Japanese invasion of  
hat would be useful in searching out historical facts,e.g., alamanacs, newspaper files, the Congressional

GENERALIZATION	CONCEPTS	
Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.	Industrialization-urbanization syndrome  Scarcity  Causation	<p>A. Historically the process of industrialization-</p> <p>B. The industrial process is both cause and effect. It also set into motion several great social movements.</p> <p>C. Industrialization has provided jobs and new opportunities for people who wanted to improve their positions were created.</p> <p>D. With the growth of cities came slums with terrible living conditions. This led to a high demand for labor and immigration. Then came the Great Depression.</p> <p>E. Industrial and commercial growth gave rise to many problems. The industrialization-urbanization syndrome has been a major factor in causing these problems and posed many serious and dangerous problems.</p> <p>A. A person's/nation's wants are almost endless.</p> <p>B. Needs are different from wants in that a person can live without needs but cannot live without wants.</p> <p>C. There are definite limits as to the production of goods and services which cannot keep up with people's needs and wants.</p> <p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of determining causes and effects.</p> <p>C. Cause and effect have the character of multiple causation. People can understand only if they know enough about causes and effects. They can also learn about several effects which seemingly become causes of other effects.</p> <p>D. The fact that events do not just happen but are caused by certain factors determines the nature and meaning of all social action.</p>
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### SUB-CONCEPTS

the process of industrialization is a product of technical advance.

al process is both cause and effect. It was a product of science and a new commercial age, but into motion several great social movements such as the movement of population from the farms to the

ation has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil to improve their positions were drawn to the center of the industrial complex.

rowth of cities came slums with their multitude of social problems. Job opportunities brought a labor and immigration. Then came migration with its uprooting of traditional ties.

nd commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the nation-urbanization syndrome has given both hope and despair to mankind. It has offered great hope many serious and dangerous problems.

nation's wants are almost endless; thus, a priority of wants must be established.

different from wants in that a person's needs must be met in order to survive.

definite limits as to the production of any given items. Many times production is unable to keep people's needs and wants.

relationship of cause and effect.

Attempts to develop a method of thinking as well as an understanding of causes and effects around us.

effect have the character of multiplicity. (This means that operation of cause and effect can be only if they know enough about the factors involved in the causal chain. A single act may bring all effects which seemingly become more isolated as the series of effects expands.)

that events do not just happen but that they are caused appears to be basic to a grasp of the course of all social action.

## BEHAVIORAL OBJECTIVES

- A. The student will chronologically trace the development of industry in Russia from the revolution in 1917.
  - B. The student will label a map of Russia showing the three largest cities and tell why he thinks the cities are located where they are.
  - C. The student will describe the problems of highway construction in the interest of good transportation.
  - D. The student will be able to describe the problems that grew out of Red China's young people's recent efforts to solve them.
  - E. The student will make a list of problems related to Japan's large population, birth rate, overcrowded cities, and lack of natural resources.
- 
- A. The student will be able to state reasons along with evidence of why Japan would be more able to succeed than Russia in solving its problems.
  - B. The student will make a list of the ways of making a living in Bolivia and state whether or not there are enough opportunities to meet the people's needs.
  - C. The student will select some examples of nations that have limited resources but unlimited wants and describe how they are meeting their wants.
- 
- A. The student will be able to give a logical explanation of the causes of floods and suggest means of controlling them.
  - B. The student, working in a study team, will gather facts about the effects of riots and write his findings.
  - C. The student will assume the role of a reporter and write a report for publication describing the events and their effects.
  - D. The student will be able to list some causes and effects of slums and ghettos in our cities and suggest ways of improving living conditions.

## BEHAVIORAL OBJECTIVES

ent of industry in Russia from the revolution in 1917 until the present.

ree largest cities and tell why he thinks the cities developed where they did.

nstruction in the interest of good transportation between cities and farms in Russia.

it grew out of Red China's young people's recent move to the large cities and tell what the Chinese government

apan's large population, birth rate, overcrowded cities, and other categories that he may select.

evidence of why Japan would be more able to supply the wants of its people than would Bolivia.

living in Bolivia and state whether or not there seem to be enough ways of making a living to supply the

have limited resources but unlimited wants and cite facts to support the statements.

on of the causes of floods and suggest means of controlling them.

s about the effects of riots and write his findings in an essay on that subject.

ite a report for publication describing the events and incidents leading up to off-shore oil drilling and its

cts of slums and ghettos in our cities and suggest remedial steps that might be taken to remedy these conditions.

GENERALIZATION	CONCEPTS	
The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation.	<p>Comparative advantage</p> <p>Input and output</p> <p>Social control</p> <p>Geographical approach</p>	<p>A. A nation, group, or individual must have long-term goals, be aware of the advantages and disadvantages, and be willing to compromise and adjust to achieve the same.</p> <p>B. Many individuals are producers of either goods or services.</p> <p>C. All individuals are consumers; directly or indirectly.</p> <p>D. For a stable economy there must be a balance between production and consumption.</p> <p>E. There are many types of authority that act as controls.</p> <p>F. There is a need and existence of social control.</p> <p>G. In the field of geography, attention is focused on the environment and on the interconnections among things and people.</p> <p>H. Many different kinds of processes of change occur in economic, social, and political processes.</p> <p>I. The distinctive purpose of geographic study is to understand the relationships between unlike processes that are associated with the environment.</p> <p>J. Geography has examined the interaction between people and their environment, the interaction among diverse cultural processes, and the interaction between people and their environment.</p> <p>K. Geography seeks understanding of the causes of change.</p> <p>L. Grouping events and concepts together by the principle of place, time, and cause.</p>

### SUB-CONCEPTS

group, or individual must have long-range goals for which to strive, and in moving towards these aware of the advantages and disadvantages that develop along the way.

and adjustment are an important consideration when advantages enjoyed by two opposing forces are

viduals are producers of either goods or services.

iduals are consumers; directly or indirectly they influence the production of items.

e economy there must be a balance between production and consumption.

many types of authority that act as means of social control,

need and existence of social control at all levels of society.

of geography, attention is focused on the areal association of things and events of unlike origin interconnections among things and events that are thus associated.

erent kinds of processes of change are operating on the face of the earth. There are physical, biotic, social, and political processes.

tive purpose of geographic study is to develop concepts regarding the interaction of things and events unlike processes that are associated with particular areas.

has examined the interaction between man and his habitat but equally significant are studies of the among diverse cultural processes or among physical and biotic phenomena.

y seeks understanding of the causes and consequences of differences from place to place on the earth.

events and concepts together by the area on the globe in which they occur becomes an orderly by which to approach and analyze them.

## BEHAVIORAL OBJECTIVES

- A. The student will state the advantages of water transportation and the disadvantages for a given situation in the region of Sault Ste. Marie and Lake Superior.
  - B. The student will explain the advantages to both the United States and Britain as a result of the British 49th parallel instead of the 54th parallel.
- 
- A. The student will act as a businessman who is contemplating a new business enterprise that will engage in kind of business in which he will engage, giving reasons for his choice in a written report.
  - B. The student will explain orally in his own words what is meant by the law of supply and demand.
  - C. The student will explain and cite examples of what happens to economics in a climate of over production.
- 
- A. Social control is exerted in a variety of ways by a number of agencies. The student will be able to describe how influence behavior in such a way as to exercise some degree of control.
  - B. The student will be able to describe the recent college disorders and suggest ways of controlling them.
- 
- A. The student will explain the importance of one canal built in the United States in the 1800's during the Civil War.
  - B. The student will draw a map of Central Africa noting major rivers and centers of population and show the boundaries of the countries.
  - C. The student will identify limits of territorial waters claimed by various countries of his choice and explain why they are claimed.
  - D. The student will explain why the Gulf of Aqaba is of vital importance to Israel. Student may use a map.
  - E. The student will describe the social, economic, and political problems facing Central Africa in today's world.
  - F. The student will list five similarities in the culture of the forest Indians of early America and the plains Indians.

## BEHAVIORAL OBJECTIVES

ation and the disadvantages for a given situation, e.g., shipping iron ore by barge from the iron fields

ed States and Britain as a result of the British agreement to set America's northwestern boundary at the

ing a new business enterprise that will engage in production of either goods or services and choose the  
t for his choice in a written report.

meant by the law of supply and demand.

apens to economics in a climate of over production.

er of agencies. The student will be able to describe ways in which newspapers and television stations  
degree of control.

disorders and suggest ways of controlling them.

uilt in the United States in the 1800's during its early days and its importance today.

major rivers and centers of population and show their relative position to the resources of this area.

med by various countries of his choice and explain the rationale used by them to support their claim.

cal importance to Israel. Student may use a map of the area for this exercise.

critical problems facing Central Africa in today's world because of her late industrial development.

e forest Indians of early America and the plains Indians of the Expansion Nationalist Period.

GENERALIZATION	CONCEPTS	SUB-CONCEPTS
Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determine which elements of the land are prized and utilized.	Habitat and its significance  Empathy  Causation	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society.</p> <p>C. Water in the form of oceans, rivers, and lakes covers agriculture, communication, transportation, and trade.</p> <p>D. Landforms influence climate and the provision of food.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts or alters it.</p> <p>G. International problems are often caused by geographical factors.</p> <p>H. Rituals, ceremonies, and superstitions of various people are based on their environment.</p> <p>A. Empathy is the concept of demonstrating the ability to feel identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to other people.</p> <p>C. The ability to exert empathy depends on the amount of time spent trying to understand a person or a problem.</p> <p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking about causes and effects.</p> <p>C. Cause and effect have the character of multiplicity. This means that they can only be understood only if they know enough about the factors involved. They must also know about several effects which seemingly become more important than the cause.</p> <p>D. The fact that events do not just happen but that they are the result of the causes and meaning of all social action.</p>

## SUB-CONCEPTS

effects and is affected by his natural environment.

that is the resource base of man's society.

in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

forms influence climate and the provision of food, shelter, and clothing.

climate influences ways of living.

that tends to direct man until he accepts or alters it.

National problems are often caused by geographic conditions.

rituals, ceremonies, and superstitions of various people may be related to their physical environment.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are similar with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

Causality is a relationship of cause and effect.

Causalation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring several effects which seemingly become more isolated as the series of effect expands.)

The concept that events do not just happen but that they are caused appears to be basic to a grasp of the course meaning of all social action.

#### BEHAVIORAL OBJECTIVES

- A. The student will state his opinions about how helpful and beneficial contour plowing is for the farmer.
  - B. The student will draw a sketch of the kind of shelter he would build for himself in a windy climate.
  - C. The student will state examples and explanations of ways man has modified the stream and waterways.
  - D. The student will be able to describe how the Japanese provide food, shelter, and clothing for the people.
  - E. The student will describe at least three occupations the Japanese have turned to because of the scarcity of land.
  - F. The student will describe the causes of the "dustbowl" of the American plains and tell what steps were taken to correct the situation.
  - G. The student will be able to explain the latest proposals of the United States concerning the operation of the Tennessee Valley Authority.
  - H. The student will write an essay describing some taboo, ritual, ceremony, superstition, or fetish practices of the people in the physical environment of the area.
- 
- A. The student, given pictures of people in different types of clothing, will describe orally how the people differ in their dress.
  - B. The student will act as one who has been chosen as a foreign exchange student, write a paper about the country he is going to and why he wants to reside there for awhile.
  - C. The student will state the pros and cons of the Peace Corps program, giving his opinions about how it can help the people in the countries for which it was organized.
- 
- A. The student will be able to give a logical explanation of the causes of floods and suggest means of preventing them.
  - B. The student will write an essay about the effects of riots.
  - C. The student will research the events and incidents leading up to off-shore oil drilling and write a report on it and submit his findings for publication.
  - D. The student will be able to discuss the causes and effects of slums and ghettos in our cities and suggest ways to correct the situation.

### BEHAVIORAL OBJECTIVES

and beneficial contour plowing is for the farmers and for others.

he would build for himself in a windy climate.

ays man has modified the stream and watershed of the Tennessee River to improve the region.

provide food, shelter, and clothing for their people today.

the Japanese have turned to because of the shortage of good land caused by the climate.

of the American plains and tell what steps were taken to remedy the situation.

of the United States concerning the operation and further development of the Panama Canal.

ritual, ceremony, superstition, or fetish practiced by some cultural group and tell how it related to the

of clothing, will describe orally how the person must feel in the clothes.

foreign exchange student, write a paper about the country he has chosen to visit, and state his reason for

corps program, giving his opinions about how it might most effectively function to promote the major goals

of the causes of floods and suggest means of controlling them.

nts.

ding up to off-shore oil drilling and write about the effects of this. He will assume the role of a reporter

cts of slums and ghettos in our cities and suggest remedial steps that might be taken.

GENERALIZATION	CONCEPTS	
Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.	Culture  Geographical approach	<p>A. People are much alike in feelings and needs, and have similar customs and traditions.</p> <p>B. People in other lands have customs and traditions that are different from those at home.</p> <p>C. People throughout the world today are striving at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of diverse backgrounds and cultures interact with each other.</p> <p>A. In the field of geography, attention is focused on the interconnection among things and events.</p> <p>B. Many different kinds of processes of change are biotic, economic, social, and political processes.</p> <p>C. The distinctive purpose of geographic study is to examine the interaction among events related to unlike processes that are associated with different regions.</p> <p>D. Geography has examined the interaction between people and their environment, and the interaction among diverse cultural processes or regions.</p> <p>E. Geography seeks understanding of the causes and effects of events.</p> <p>F. Grouping events and concepts together by the principle of similarity, and then applying the principle by which to approach and analyze the events.</p>

### SUB-CONCEPTS

- . People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
- . People in other lands have customs and traditions that have been passed down to them.
- . People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.
- . Individuals and groups of individuals of diverse background have contributed to our cultural heritage.
  
- . In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnection among things and events that are thus associated.
- . Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic, economic, social, and political processes.
- . The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.
- . Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.
- . Geography seeks understanding of the causes and consequences of differences from place to place on the earth.
- . Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

## BEHAVIORAL OBJECTIVES

- A. The student will identify the common basic needs and wants of people in China, Japan, and the United States.
- B. The student will distinguish between the various types of family, social, and political life found in two or more countries of the same nationality group.
- C. The student will identify and discuss the people's efforts on the island of Guam in trying to retain their traditional way of life and to improve their way of life.
- D. The student given a group of pictures associated with various cultural groups in America will point out the similarities and differences between our culture and other cultures, e.g., Mexicans, Indians, Chinese, Negroes, and Scandinavians.
  
- A. The student will act as a businessman who is contemplating a new business enterprise that will engage him in a particular kind of business in which he will engage and giving reasons for his choice in a written report.
- B. The student will identify the destructive processes involved in the destruction of California's hillside and suggest ways to correct them.
- C. The student, from a select list, will identify limits of territorial waters claimed by various countries and the basis for their claim.
- D. The student will explain why the Gulf of Aqaba is of vital importance to Israel.
- E. The student will explain reasons for the short growing season in Alaska as compared to a relatively long growing season in Hawaii.
- F. The student will explain the similarities and differences found in the nomadic cultures of the Kazaks and the Bedouins.

## BEHAVIORAL OBJECTIVES

d wants of people in China, Japan, and the United States.

es of family, social, and political life found in today's China, even though the people of this area are of the

Forts on the island of Guam in trying to retain their traditions and culture and list the changes they are making

n various cultural groups in America will point out ways in which each one has made significant contributions  
Negroes, and Scandinavians.

plating a new business enterprise that will engage in production of either goods or services. He will choose the  
reasons for his choice in a written report.

involved in the destruction of California's hillsides and canyon areas in the Los Angeles vicinity and make some

territorial waters claimed by various countries and explain the rationale used by these countries to support their

of vital importance to Israel.

g season in Alaska as compared to a relatively long growing season in Hawaii, e.g., Compare cabbage

ances found in the nomadic cultures of the Kazaks and the Arabians.

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL C

STANDARD FOCAL REFERENCE GUIDES (Social Studies)

- |   |  |
|---|--|
| Benefic                                     | Medieval<br>Archaeology<br>Archaeology<br>Let's Travel<br>Philippines<br>South America<br>Soviet Russia<br>Greece<br>India |
| You and The World                           |  |
| Follett                                     |  |
| Exploring Regions of the Eastern Hemisphere |  |
| Ginn  |  |
| Your World and Mine                         |  |
| Holt, Rinehart, & Winston                   |  |
| In the Eastern Hemisphere                   |  |
| Macmillan                                   |  |
| Living in the Old World                     | Africa<br>Asia West  |
| Scott Foresman                              |  |
| Beyond The Americas                         | Field Education<br>Japan, China  |

CONCEPT PENETRATION SOURCES (Social Studies)

- |  |   |
|--|---|
| Allyn & Bacon                          | Laidlaw<br>Understanding<br>World Books               |
| The New World's Foundations In The Old |   |
| Benefic                                |   |
| How People Live In: Series             | Macmillan<br>Readings                                 |
| China                                  |   |
| USSR                                   |   |
| Japan                                  |   |
| Children's Press                       | Merrill<br>The Ancient<br>Long Ago<br>World Countries |
| Young People's Story of Our Heritage   |   |
| The Orient                             |   |
| Europe                                 |   |
| Ancient World Prehistory- 500 BC       |   |
| Ancient History 500 BC - 500 AD        |   |
| Modern World                           |   |

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 6

Social Studies)

here  
Medieval World  
Architecture 3000 BC- Gothic  
Architecture Gothic - Modern  
Let's Travel in the: Series  
Philippines China  
South Seas France  
Soviet Union Japan  
Greece Italy  
India

Fideler  
Africa  
Asia With a Focus on Southeast Asia

Field Education  
Japan, Home of the Sun

Ginn  
The Human Side of World History  
Man's Past

Laidlaw  
Understanding Your World: Series  
World Background for American History

Macmillan  
Readings in Medieval and Early Modern History

Merrill  
The Ancient Near East  
Long Ago in the Old World  
World Civilizations Time Line

## FILMSTRIPS

### Bailey

Africa: Devil Continent  
Japan: Asia's Modern Power  
Southeast Asia: Past and Present  
Berlin, The Divided City

### Encyclopaedia Britannica

Medieval Europe  
Ancient Rome

### Eye Gate

The Story of America's People: Series  
Seven Regions of the World

### Learning Arts

Africa Regional Geography  
Our Heritage From the Old World

### Library Filmstrip Center

Alexander the Great  
Chief Roman Deities  
The Twelve Caesars

### McGraw - Hill

China and Her Neighbors  
World Geography Series

### Photo and Sound

Australia, Indonesia, Philippines  
India and Ceylon  
Land of East and Southeast Asia  
Soviet Union Today

### Society for Visual Education

Africa, the Land of Developing Countries  
Living in China Today  
World History Series

### TRANSPARENCIES

Allyn and Bacon  
Alpha Map Transparencies

### MAPS AND ATLASES

Hammond  
My First World Atlas

Merrill  
Merrill School Atlas

Rand McNally  
World Atlas

### RECORDS

Social Studies School Services  
World Landmark Enrichment Records

### 16mm FILMS

Coronet  
Globe and Our Round Earth

Encyclopaedia Britannica  
Changing Matilda: The New Australia

McGraw - Hill  
Animals of Africa  
Siberia: A Day in Irkutsk  
Israel: Making a Land Productive  
The Middle East: The Need for Water  
India: The Struggle for Food  
India: Urban Conditions

Thailand: Winds of Change  
Our Immigrant Heritage  
European Culture Region  
China: Social Revolution  
Oceania  
Afghanistan: Emerging From Isolation  
The Old Africa and the New  
New Zealand: Its Farms and Cities  
Turkey: Modern Reforms  
West Germany - Industrial  
South Africa  
Yugoslavia  
China: The Awakening Giant  
Scandinavia - The Rewards of Excellence  
Country Called Europe  
Low Countries, The Very Much Alive  
Greece - So Rich, So Poor  
Iran: The Struggle to Industrialize  
The Philippines: Island Republic  
Feeding One Quarter of the Human Race  
Australia: Challenge of a Growing Nation  
Japan: A Nation of Growing Cities